DOCUMENT RESUME

ED 405 727 FL 024 197

AUTHOR Soh, Yong-Kian; And Others
TITLE Chinese Language and Culture Curriculum: Teacher's Manual [and] Student Activity Book.
SPONS AGENCY Illinois State Board of Education, Springfield.
PUB DATE 95
NOTE 239p.
AVAILABLE FROM Thomas L. Hansen, Intermediate and Secondary Support, Illinois State Board of Education, N-242, 100 North First Street, Springfield, IL 62777-0001; telephone: 217-782-2826.
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC10 Plus Postage.
DESCRIPTORS *Chinese; *Chinese Culture; Class Activities; Conversational Language Courses; Course Content; *Cultural Awareness; Curriculum Design; Curriculum Guides; Daily Living Skills; Elementary Education; *FLES; Foreign Countries; Games; Geography; Holidays; Instructional Materials; Interpersonal Communication; Lesson Plans; Number Systems; Orthographic Symbols; Second Language Instruction; *Second Languages; *Sociocultural Patterns; Songs; Teaching Guides; Visual Aids

ABSTRACT

This curriculum is designed to introduce Chinese language and culture in the elementary grades, and consists of a teacher's manual and student activity book. The teacher's guide consists of an introductory section, which outlines the rationale, objectives, suggested teaching techniques and materials, and language and culture content of the curriculum, and a series of 15 instructional units. The units contain suggested instructional objectives and materials, procedures for classroom activities, song lyrics, visual aids, and extension activities. Unit topics include: China's land and people; where the Chinese live; introducing oneself; greetings; friends; Chinese geography; daily life in China; numbers; the Lunar New Year; family; games and social activities; the household and locating items; colors; clothing; and health and illness. Contains several reference lists and bibliographies. The student activity book contains readings, visual aids, and exercises. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 405 727

CHINESE LANGUAGE AND CULTURE CURRICULUM: TEACHER'S MANUAL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Written by Yong-Kian Soh, Chong-Hwey Fee and Yu-Sha Lin of the Urbana School District #116, Urbana, Illinois
Consultant: Sheely Bertrand, St. Paul, Minnesota
Illustrators: Troy, Tent and Treena Larson
Funding provided by a grant from the Illinois State Board of Education - 1995

BEST COPY AVAILABLE

Preface

Children in all cultures using their own mode of communication play games, sing songs, tell stories, and develop relationships with their family members, their teachers, members of the community and their peers. The game, symbolized on the cover of this curriculum, is played by Chinese children throughout the world. It is also played in many non-Chinese cultures. The hand gestures in some cultures stand for paper, rock and scissors but to Chinese children they represent cloth, rock, and scissors.

This curriculum was written by Yong Kian Soh, an experienced writer and teacher, who has taught both the Chinese and English languages. She was born and grew up in Singapore and has also lived in New Zealand and the United States. She was assisted in the project by Chong-Hwey Fee and Yally Larsen (Yu-Sha Lin) who were born in Taiwan and are now living in the United States. Both teach Chinese speaking children from many areas of the world at M. L. King Jr. Elementary School in Urbana, Illinois. Ms. Shelly Bertrand, who teaches Chinese to English speaking children in St. Paul, Minnesota, served as consultant for this project. Ms. Bertrand has been involved in the development of Chinese language curriculum for several years and has participated in several curriculum writing projects. She has also lived and taught in the People's Republic of China and the Republic of China. Illustrators for this project were Troy, Trent and Treena Larson. Project Director was Waunita Kinoshita of the Urbana School District #116.

This curriculum has been developed with the idea that students will learn the language as a tool for meaningful communication if they learn about the culture of the peoples in various areas of the world that use the language to communicate. The writers hope that teachers will find the information sections on aspects of the culture helpful to them and their students but these are not at all comprehensive and the writers hope that both teachers and students will find the resources listed helpful in discovering more about the language and culture. The writers hope that this curriculum will encourage eagerness to learn more and do further research. Vocabulary and structure, reading and writing, greetings, and common forms of communication are all introduced as they would naturally be used. The writers feel that the language textbook, Ni Hao: An Introduction to Chinese, published by ChinaSoft, is an excellent book for language learning and could be effectively used in conjunction with this curriculum.

No curriculum is ever complete. This curriculum should continue to grow. The authors invite you to send your ideas and suggestions which will make the curriculum more usable for language teachers, classroom teachers and their students. Comments and suggestions may be sent to: Waunita Kinosnita, Urbana High School, 1002 South Race Street, Urbana, IL 61801

This curriculum was developed with funding from the Illinois State Board of Education through the Federal Foreign Language Assistance Act.

CHINESE LANGUAGE AND CULTURE CURRICULUM FOR THE ELEMENTARY GRADES

INTRODUCTION

Chinese is spoken by approximately one billion people today, in China, Taiwan, Hong Kong, Singapore, Macau, Malaysia and various Chinese communities around the world. More than one quarter of the world's population speaks Chinese. English, the next most widely spoken language, has half as many speakers. The Chinese language is distinctive in the sense that there is one written Chinese script uniting the hundreds of different spoken Chinese dialects in the various regions. There exists today seven major groups of Chinese dialects, each often incomprehensible to a speaker of another dialect. Mandarin, a northern Chinese dialect, is the official language used in China, Taiwan, and Singapore; Cantonese is used as an official language in Hong Kong. The written script used in China and Singapore is based on the simplified script. In Taiwan and Hong Kong, the complex or old form script is used.

Why learn Chinese?

China has the fastest growing economy in the world. It is poised to become a major economic power in the next few decades. Three of Asia's four dragons, Hong Kong, Taiwan and Singapore, are also Chinese speaking. The roles that these economies play in the world cannot be overlooked.

More and more American companies are venturing into China, and the next ten or twenty years will likely see increasing business interaction between the United States and China, as well as other Asian economies. This translates into thousands of potential jobs for Americans who are in school today. Knowing the Chinese language and the culture would put these students at an advantage in the job market of tomorrow.

It is important to learn Chinese language and culture in order to understand Chinese arts and festivals, customs and traditions, and ways of thinking.

Moreover, learning the language will help Americans communicate with the Chinese living in their community.

This curriculum is designed to help teachers in American elementary schools effectively teach Chinese culture and language to non-native speakers. When students are introduced to a foreign language and culture at an early age, they learn an understanding and appreciation of that culture and their own. Their eyes and minds are opened to the fact that people of other cultural backgrounds have different values and traditions.

Linking Cultures

Cross cultural acceptance and understanding have become essential in today's world. One way to bridge cultural gaps is to learn about other cultures. Once, in a newspaper column, one reader wrote in to say how she was offended by the rudeness of her Thai guest, who took off his shoes when he entered her home. If she had known that Asians do not as a rule wear shoes in the home, and that taking off one's shoes was a sign of respect, she would have appreciated the gesture.

Much is to be learned about the differences and similarities between cultures. This curriculum is designed to encourage students to explore a culture that is very different from their own.

Apart from introducing China, this curriculum also tries to incorporate facts about Hong Kong, Taiwan and Singapore, where many Chinese live, as well as Chinese communities in America and in other countries. When one talks about Chinese culture and Chinese tradition, one should not look at just mainland China alone. Ten years of the Cultural Revolution on mainland China has eradicated a lot of the traditional cultural practices. Often the Chinese immigrants took to their newly adopted homelands the cultural traditions that they had inherited.The Chinese diaspora in Asia, Europe, America and the Pacific region brought to their adopted homes the culture and values that they grew up with in China. That in itself makes for an interesting study of how Chinese culture has evolved in the different regions of the world.

The value of learning about how modernization has impinged upon these traditions lies in the way it reflects the hopes of a people who adapt their way of life to new countries and new times.

The curriculum combines the teaching of Chinese culture using English, and the teaching of the Chinese language itself (written and spoken). Mandarin is taught as the spoken form, with the *pinyin* system of romanization used to guide in the pronunciation. *Much of the methodology used is based on EFL teaching techniques.* Suggestions of phrases and vocabulary to be taught are listed in each unit, but are meant as guidelines only. The teacher is encouraged to introduce Chinese vocabulary and phrases in context, at every point of instruction.The target language can be introduced at all levels, initially through the giving of bilingual instructions in the classroom, eventually using only Mandarin to give instructions and to invite responses in Mandarin from the students.

Materials

All kinds of realia, pictures and photographs of everyday life in China and other Chinese speaking communities; anything that can be obtained from Asian shops to make instruction relevant: currency, abacus, wok, typical Chinese toys, red envelopes, snacks, dried goods etc. are all readily available authentic resources. A calligraphy set and a tea set might be useful; Chinese brush paintings and calligraphic scrolls and videotapes are also helpful. All such realia can be used in demonstrations as well as role playing. They provide a realistic setting for instruction. Similarly recordings of Chinese classical and folk music would help create the proper mood in class, and can be used in a variety of ways. If feasible, the classroom should be set up to look like a Chinese classroom, with the class schedule, duty roster, charts and signs written in Chinese.

Roster of Daily Classroom Duties

Day / Student's Name / Duty	Monday 星期一	Tuesday 星期二	Wednesday 星期三	Thursday 星期四	Friday 星期五
Class Leader 班长					
Conduct Leader 风纪股长					
Lunch Basket 抬便当					
Garbage 环境卫生					
Bathroom Checker 厕所卫生					
Windows 开关门窗					
Lights 开关电灯					
Messenger 值日生					
Substitute 候补					

Write the student's name in the blank for the day and job he is responsible for.

Goals

At the end of a year the students will:

a) have acquired a basic knowledge of Chinese customs and traditions,

b) be able to conduct simple conversations in Mandarin (introducing themselves, asking for information)

c) be aware that not all Chinese live in China, that there are Chinese living in other parts of Asia and in English speaking countries like the United States and

d) students will develop a portfolio of their activities and learning materials.

At this stage the emphasis is on *communicative* rather than written competence. This initial exposure to the language and culture will encourage the students to continue to study Chinese.

Language and culture are integrated during the actual lessons, so that the students can learn the language in the proper cultural context. For example, when a unit on socializing is taught, familial relationships can be introduced, and how members of the family interact with each other and with other members of society is brought into focus.

We recommend using *Ni Hao - An introduction to Chinese*, by Shumang and Paul Fredlein (published by ChinaSoft in 1991), as a supplementary text. This is a good beginner's book, and teachers should make full use of the text, especially the workbook, to complement what we have covered in this curriculum.

A. LANGUAGE

1. Socializing

a. Different modes of address
b. Greetings
c. Introducing - self introduction , introducing others...
d. Saying thank you
e. Apology - for being late, for being absent, unable to attend

2. Exchanging information

a. Identifying - people, objects around the house, school etc...
b. Asking for and providing information - family relationships, occupations, where one lives.....
c. Describing - places - prepositions, locations of objects in the room ,etc....
- people - what they are wearing

3. Getting things done

a. Requests - directions, passing things, borrowing
b. Suggestions -
c. Invitations - to cinema, playground, the library
d. Instructions

4. Communication

a. Likes/dislikes - hobbies, colours, food and drink
b. Attracting attention - asking for directions
c. Expressing lack of comprehension
d. Asking for repetition or rephrasing, how to say something in target language, write something mentioned, or asking someone to explain what they just said

Vocabulary areas

People - familial relationship, occupation, nationality

Places - school, rooms of the house

Objects - around the house, school ; utensils, cutlery, sports

Actions - verbs

Events - Festivals, celebrations

Qualities - adjectives

Time - present, past, beforehand, afterward, at the same time ...today, yesterday, last year, next year, tomorrow etc. etc.

B. CULTURE

I. Family and community

The importance of family relationships in a Chinese society is explored. Traditionally the family is always placed before the individual. Confucius and his views on the relationship of family and society can be introduced. Highlight the fact that the different levels of familial relationships are important in Chinese society - there are different terms for one's uncles and aunts according to whether they are from the paternal or maternal side of the family, and whether they are senior or junior in the family hierarchy. This hierachical importance is also reflected in society, where the ruler as

the head of state is obeyed without question, and each citizen has his or her proper place in the social pecking order.

The concept of filial piety can be introduced. Traditionally children are expected to support their parents in their old age, and care for them in their ill health. To leave one's parents in a home for the aged or a nursing home is to be unfilial, and is frowned upon by society. However, more and more Chinese couples are living apart from their parents, even though they may still contribute financially and visit the parents whenever they can. Discussions can be generated as to how this is similar to, or different from American culture.

Discuss may include the fact that the Chinese are considered less individualistic than Americans and conformity is the rule in Chinese society. Students can be made aware of such cultural characteristics which are fostered by socio-political as well as historical differences.

Common Chinese greetings are introduced which may be different from American ones. For example some Chinese greet each other by asking "Have you eaten yet?".

II. Festivals

Festivals that are commonly celebrated by the Chinese (the Lunar New Year, Lantern Festival, Mid-autumn Festival, Dragon Boat Festival, Qing-Ming Festival, Festival of the Hungry Ghosts) can be introduced and compared and contrasted with festivals that Americans celebrate. For example, Lunar New Year is regarded as the most important festival on the calender, like Christmas is in America. The Hungry Ghosts Festival is similar to Halloween in its celebration of ghosts and ghouls. Valentine's Day in China is on the seventh day of the seventh lunar month and the story of how it came to be celebrated is passed down from generation to generation as a folktale.

Appropriate festival activities can be carried out in class: making and eating festival foods, making decorations to

decorate the classroom, reading stories about the festivals, watching videos of festivals being celebrated, etc.

III. Customs

Chinese customs and etiquette are taught.

Students are taught how to eat with chopsticks and hold a rice bowl properly, what a typical Chinese table setting looks like, and what the Chinese eat. Everyone eats from the same main dishes, with individual bowls of rice. Certain behaviour is regarded rude at the dinner table, for example: helping yourself to a dish you like and not leaving enough food on the dish for other people to share. Certain behaviour is deemed acceptable: burping or slurping your soup noisily.

Discuss which colors are auspicious and which aren't in Chinese culture. How certain items are never given as presents because of their association with bad luck. Clocks are taboo as presents because the word 'clock' is homonymic with the word 'end '(ie death).

These lessons should aim at discussing cultural differences and students should be made aware of how sometimes misunderstanding can occur because of different cultural norms.

IV. Art and traditional crafts

Chinese calligraphy, watercolours, finger-painting, traditional dances, paper-cutting, puppetry, traditional opera, are all subjects that can be introduced with the help of audio-visual aids and realia. The students can try their hands at making paper cuttings for example, learn calligraphy and traditional dances.

V. Folktales

Students learn about Chinese folktales, and comparisons can be made with similar tales told in the West. One example is *Lon Po Po* (Lang Po Po) by Lawrence Yep, which is similar in plot to *The Little Red Riding Hood.*

世界小小小

song: IT'S A SMALL WORLD.

Shì jiè xiǎo xiǎo xiǎo

清晨天亮了，太陽出來了.
qīng chén tiān liàng le tài yáng chū lái le

小鳥起床了，開始唱新調.
xiǎo niǎo qǐ chuáng le kāi shǐ chàng xīng diào

朋友們，
péng yǒu men

我們也一起來高聲唱.
wǒ men yě yì qǐ lái gāo shēng chàng

歌頌美麗的今天，
gē sòng měi lì de jīn tiān

快把憂愁齊忘掉.
kuài bǎ yōu chóu qí wàng diào

快把煩惱拋雲宵.
kuài bǎ fán nǎo pāo yún xiāo

好讓我們來享受美好時光.
hǎo ràng wǒ men lái xiǎng shòu měi hǎo shí guāng

大家常歡笑，眼淚不會掉.
dà jiā cháng huān xiào yǎn lèi bú huì diào

時常懷希望，不必心驚跳.
shí cháng huái xī wàng bú bì xīn jīng tiào

讓我們同歡笑, 這小小世界,
ràng wǒ men tónghuān xiào zhè xiǎo xiǎo shì jiè

小小人間多美妙.
xiǎo xiǎo rén jiān duō měi miào

世界眞是小小小,
shì jiè zhēn shì xiǎo xiǎo xiǎo

小得非常妙妙妙.
xiǎo de fēi cháng miào miào miào

這是一個小世界,小得眞美妙.
zhè shì yí ge xiǎo shì jiè xiǎo de zhēn měi miào

UNIT 1 CHINA- THE LAND AND ITS PEOPLE

Objectives : To generate an interactive discussion about students' knowledge of the Chinese language and culture; getting students focused on the target language and culture. Serves as an introduction to the rest of the curriculum.

Materials: Pictures of Chinese food, clothing, people, buildings, newsprint, Chinese calligraphic scrolls and paintings etc.

1.1 **When I think of China and Things Chinese, I think of .....**

Give each student a piece of paper.

Cue them, "Sit back and think about anything that reminds you of China, or of anything Chinese. What is it that makes you associate the objects with China? You have two minutes to make a list."

At the end of two minutes, get the students to compare their responses with each other.

Collate students' responses, which can run the gamut from food like chop suey to fortune cookies to Chinatown to language to facial features. This will be an indication of students' prior knowledge of the target language and culture. It is important not to be judgemental at this stage as to the right or wrong of the students' perceptions.

Put all students' responses on the board for all to see, and let the students decide with you which are truly 'Chinese' responses. (If student list sushi or kimono as Chinese, explain that they are Japanese then erase them from the board. This is to enable students to start focusing on the target culture and the objects which represent that culture)

Save this list. At the end of the school year, get the students to participate in the exercise again, and compare

the differences. Students will be pleasantly surprised at how much they have learned over one school year!

Generate a discussion about where students had learned about the target language and culture - was it from T.V., books, parents, movies etc.

1.2 Imagine that you are on a trip to China. What do you think you will see on your trip? What sort of food will you try?

Pick a nice piece of Chinese music and play it while the students close their eyes and imagine what they will do and experience on their trip to China. *Big Bird in China* is a good video to show in conjunction with this topic. You can get students to illustrate what they would like to see in China after viewing the video, and the finished artwork can be pasted on the walls of the classroom.

Activity: Make passports for each student. Get them to find out how to go about visiting China or Taiwan, whether they need visas and where to apply for them. The classroom can be rearranged into a make-believe plane, and students go through customs, fill in their personal particulars on immigration forms and get their 'passports' stamped. Students can also be issued photocopies of the local currency to use in their purchases. (You can give students money as a reward for good work, and fine them for not doing their homework etc. This acts as an incentive for students to earn as much money as they can to go shopping on their China trips.)

Elicit responses, and generate a discussion.

Again this is an opportunity to find out about the students' knowledge of China and makes for an interesting discussion about food, landmarks and the people.

Teach the students to say "ni hao" and "zai jian".

After these two activities, you can show them pictures or posters of China and Chinese speaking countries and communities to reinforce the discussion.

INTERNATIONAL TRAVEL

PASSPORT

1. Application. (Where? County Clerks Office)
2. Proof of citizenship. (Birth Certificate) Talk about citizenship.
3. Proof of identity. (driver's licence, photo I.D.)
4. Two 2" by 2" photos.
5. Fees. ($65.00. Valid for 10 years. Under age 18: $40.00 Valid 5 years.)
6. Have students fill out a passport.

VISA

-- What countries require visas?

-- Have students fill out a visa application for China.

AIRPLANE SIMULATION

-- Go to China.

-- Stamp each passport as students go through customs.

Name

Birthdate

City State Country

Issued

Signature

PASSPORT

Name

BEST COPY AVAILABLE

(B——01)

签 证 申 请 表

VISA APPLICATION FORM

发证日期 _____

签证号码 _____

姓 Surname _____

外文 in foreign language

1 姓名 Full name 名 Given name _____

中文 in Chinese _____

照片 Photo

2 国籍 Nationality _____ 性别 Sex _____

3 出生日期 Date of Birth _____年 yr _____月 mth _____日 day 出生地点 Place of birth _____

4 护照 Passport

种类 Type _____ 号码 No. _____

有效期至 Valid until _____ 年 yr _____ 月 mth _____ 日 day

5 职业 Occupation _____

6 工作处所 Place of work _____ 电话号码 Tel. No. _____

7 家庭住址 Home address _____ 电话号码 Tel. No. _____

8 来中国事由 Purpose of journey _____ 邀请单位 host unit in China _____

9 拟入境日期 Intended date of entry _____ 拟在中国停留期限 and duration of stay in China _____

10 入境后前往地点 Places to visit in China _____

1.3 Scavenger Hunt

Ask the students to do a little homework. Get them to list down items that they have at home which are made in China. If the items are not too large, get them to ask their parents for permission to bring these objects to school.

In the beginning of the next lesson, discuss with them objects that they have brought to school. You can also show them artifacts of your own, such as chopsticks, embroidery, Chinese paintings etc..

dID yOU kNOW?

This section provides snippets of information for the students.

Teach the students how to read and write
zhōng guó.

Outcome: Students start to focus on the target language and culture, and learn to greet and say goodbye in the target language. They also learn how to say and write the characters for China.

問候
wèn hòu

verse: GREETING

老師早, 同學早, 大家見面問聲好。
Lǎo shī zǎo tóng xué zǎo dà jiā jiàn miàn wèn shēng hǎo

song: SAY "HELLO"!
tune: IF YOU ARE HAPPY AND YOU KNOW IT.....

說哈囉
Shuō hā luo

你很高興, 你就說哈囉.....哈囉
nǐ hěn gāo xìng nǐ jiù shuō hā luo hā luo

你很高興, 你就說哈囉.....哈囉
nǐ hěn gāo xìng nǐ jiù shuōhā luo hā luo

大家一起唱呀, 大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑說哈囉....哈囉
wéi ge yuán quān jìn qíng huān xiào shuō hā luo lā luo

你很高興, 你就拍拍手....拍手
nǐ hěn gāo xìng nǐ jiù pāi pāi shǒu pāi shǒu

你很高興, 你就拍拍手....拍手
nǐ hěn gāo xìng nǐ jiù pāi pāi shǒu pāi shǒu

大家一起唱呀, 大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑拍拍手....拍手
wéi ge yuán quān jìn qíng huān xiào pāi pāi shǒu pāi shǒu

你很高興, 你就學貓叫....喵喵
nǐ hěn gāo xìng nǐ jiù xué māo jào miāo miāo

你很高興, 你就學貓叫....喵喵
nǐ hěn gāo xìng nǐ jiù xué māo jào miāomiāo

大家一起唱呀，大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑學貓叫
wéi ge yuánquān jìn qíng huān xiào xué māo jiào

你很高興，你就踏踏步
nǐ hěn gāo xìng nǐ jiù tà tà bù

你很高興，你就踏踏步
nǐ hěn gāo xìng nǐ jiù tà tà bù

大家一起唱呀，大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑踏踏步
wéi ge yuán quān jìn qíng huān xiào tà tà bù

你很高興，你就學狗叫....汪汪
nǐ hěn gāo xìng nǐ jiù xué gǒu jiào wāng wāng

你很高興，你就學狗叫....汪汪
nǐ hěn gāo xìng nǐ jiù xué gǒu jiào wang wang

大家一起唱呀，大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑學狗叫....汪汪
wéi ge yuánquān jìn qíng huān xiào xué gǒu jiào wāng wāng

你很高興，你就吹口哨
nǐ hěn gāo xìng nǐ jiù chuī kǒu shào

你很高興，你就吹口哨
nǐ hěn gāo xìng nǐ jiù chuī kǒu shào

大家一起唱呀，大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑吹口哨
wéi ge yuán quān jìn qíng huān xiào chuī kǒu shào

UNIT 2 WHERE THE CHINESE LIVE

Objectives : Students are shown where China and other Chinese speaking countries like Taiwan, Singapore, Malaysia and Hong Kong are on the map. Students will learn by the end of the lesson that not all Chinese live on Mainland China. They also learn that there are more Chinese speakers than there are English speakers in the world.

Materials: Map of the world. Pictures of people living in the above countries, as well as pictures of Chinatowns in Western countries.

2.1 **Where is English Being Spoken In The World? How Many People Do you Think Speak English?**

Invite responses from students. Allow the students to write down their answers on their worksheet. Get the students to point out these countries on the world map. You can also assign students to find these countries in pairs, providing them with a list of the countries and a map.

1. Great Britain
2. U.S.
3. Ireland
4. Australia
5 New Zealand
6. Canada

(These are only suggested answers, and you may wish to teach them how to say these countries in Mandarin.)

2.2 **What about Chinese? Where Do You Think It Is Being Spoken ?**

Invite responses from the class. Write students' responses on the board. The map of the world is shown, and students are invited to point out the countries that they have responded with.

1.China
2. Taiwan
3. Hong Kong

4. Macau
5. Singapore
6. Malaysia

and in Chinatowns all over the world. (These are suggested answers)

Activity: Introduce the students to the flags of China and Taiwan. The colors and emblems of the flags and what they symbolize are taught. You might also want to start this exercise by first eliciting from the students facts about the American flag. The students can then color the Chinese flags and keeps their work in their scrapbook.

"What does this tell you? Do all Chinese live in China? Is Chinese only spoken in China?"

You might want to explain to the students that the word Cantonese derives from the former name of Guangdong Province, Canton.

Note: It is important at this point to emphasize that Chinese is spoken not only in China, and that not all Chinese live in China.

After the students have completed the exercises on their worksheet, get them to color in and label the countries where Chinese is being spoken. This can be done as a class project and the completed map can be hung in one corner of the classroom. (Social Studies? / Geography teachers may like to also elicit responses about English, Spanish, Italian, French and other languages, and students can colour in the different language areas on the map. Similarly the information can be transformed into graphs during a math lesson)

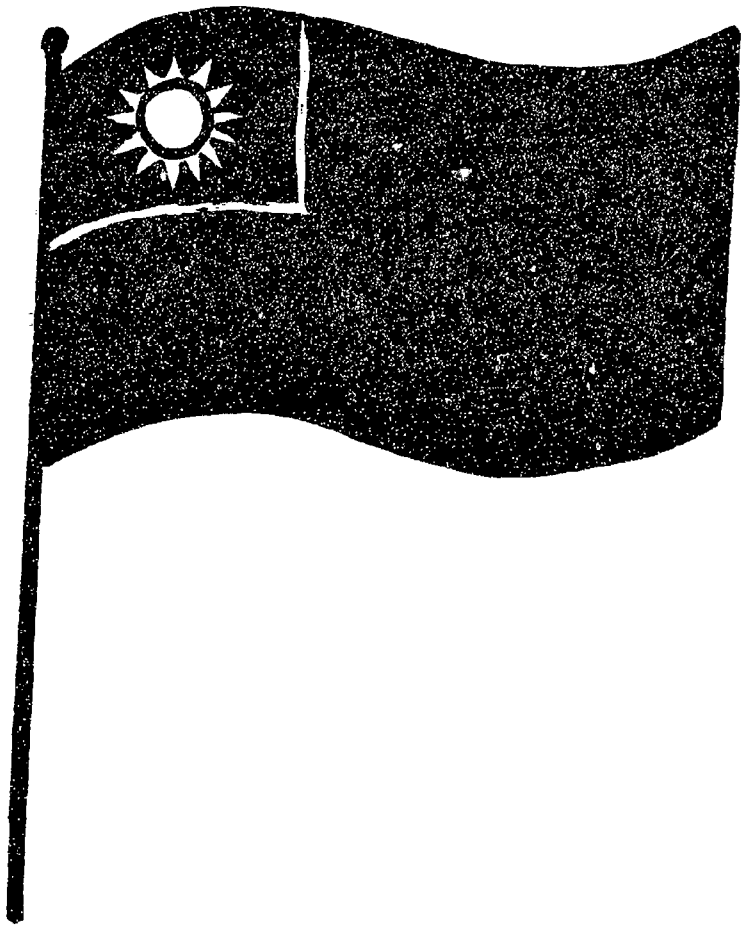
2.3 Take the students to the local or school library to read about the first Chinese immigrants to the U.S. Have them present the information as a project. Angel Island poetry is a good introduction. You can get the students to work in pairs and choose a poem to share with the class. Ask them questions such as 'What is the tone of the poem?', 'What are the most important words in the poem?'

As an extension activity you can get the students to find out about their own ancestry, and mark out the countries their ancestors come from on the world map. The students will learn that America is made up of people from all over the world.

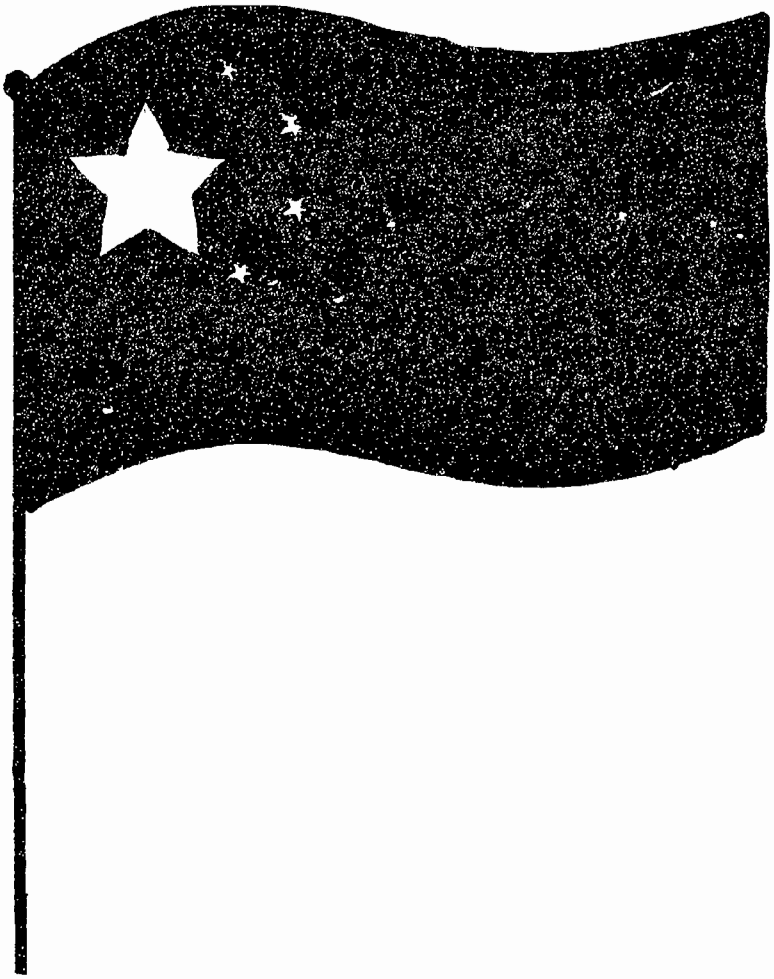
Note: If time allows, teach the Chinese characters for Hong Kong, Taiwan and Singapore. Students can learn to say and recognize the characters.

Outcome: Students learn where China and other Chinese speaking countries like Taiwan, Singapore, Malaysia and Hong Kong are on the map. They also learn that not all Chinese live on Mainland China, and that there are more Chinese speakers than speakers of any other language, including English.

MAP OF THE WORLD



FLAG OF REPUBLIC OF CHINA (TAIWAN)



FLAG OF PEOPLE'S REPUBLIC OF CHINA
(CHINA)

BEST COPY AVAILABLE

UNIT 3 HELLO, MY NAME IS.....

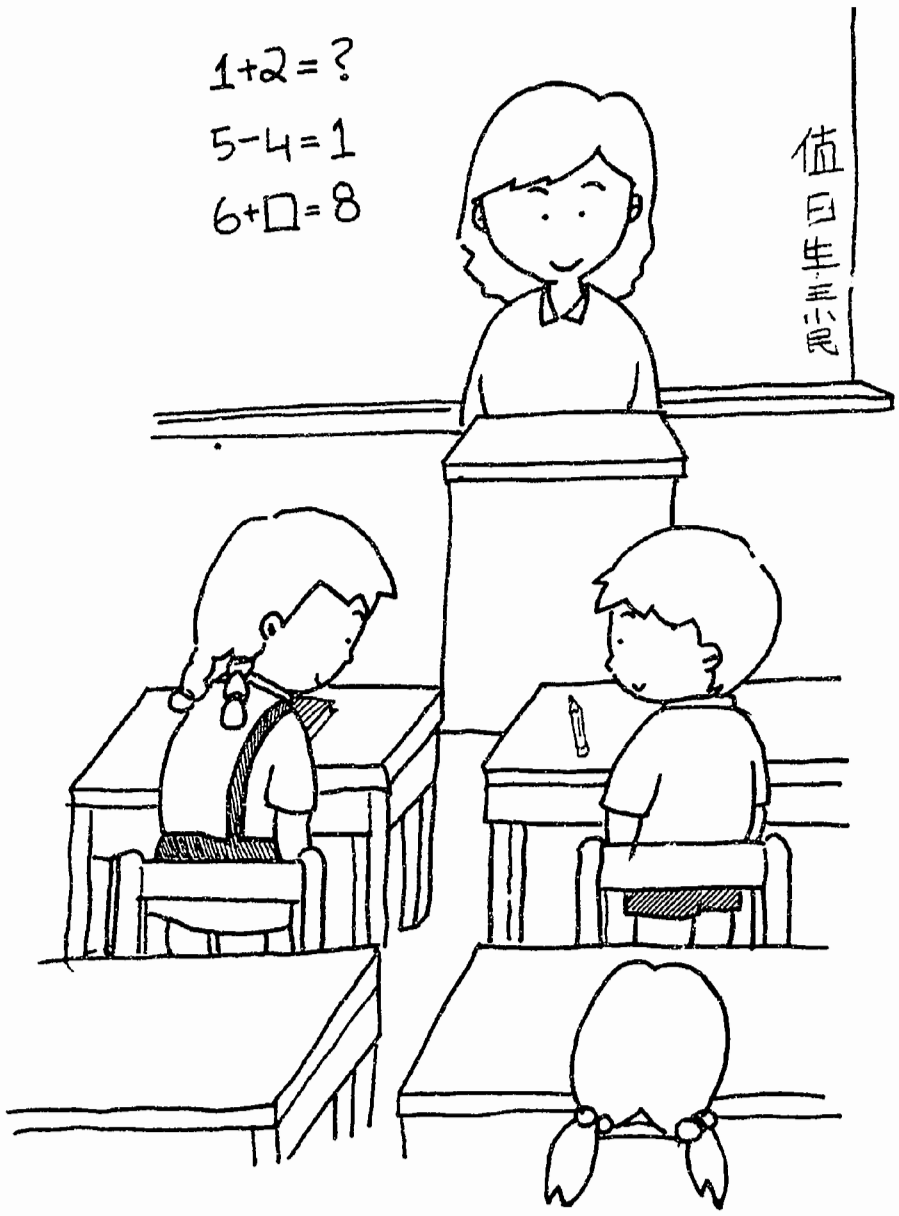
Objectives : The students will learn how to greet teachers in the traditional way, to say their own name in Chinese , and to say ' Hello, my name is .....' The students are also introduced to the Chinese script proper, and they will learn that unlike English where a string of letters are strung together to make a word, every Chinese character stand on its own and has a meaning. They are also introduced to basic Chinese characters.

Materials : Picture or poster of a Chinese classroom in session. Pieces of cardboard that the teacher can write the students new name on. Plastic name tag holders so the students can pin their names on their shirts.

3.1 What do you think a Chinese classroom is like?

Use a picture or pictures of a Chinese class in session to elicit responses . What do you think the differences are in a Chinese classroom? Discuss seating arrangement, attitude towards teachers and expectation of students. You may want to show additional pictures of classes in session in rural China, where sometimes a teacher teaches the different grades in the same schoolroom. A classroom in China may be different from a classroom in Singapore or Hong Kong, for example.

Explore the differences in curriculum. This is a flexible section where you as teacher can introduce different aspects of the classroom to your students. You may wish to talk about Childrens' Palaces in the cities of China, where talented students are encouraged to attend extra-curricular classes, or the fact that Chinese children in Singapore learn English as a first language and Chinese as a second language. Or that children in Hong Kong are taught in Cantonese. Introduce them to the cram schools in Taiwan, or the fact that many students have private tuition at home after school in Singapore. How Chinese students have morning exercises and eye exercises that they practice everyday.


1+2=?
5-4=1
6+□=8
值日生:王小民

每日例行	DAILY ROUTINE
起立！	STAND UP
敬禮！	BOW
說: 老師好！	SAY "HOW ARE YOU, TEACHER?"
說: 同學好！	SAY "HOW ARE YOU, FELLOW STUDENTS?"
坐下。	SIT DOWN.

Discuss aspects in these classrooms which are different from American schools.

If available, use a video clip to show students how the teacher is greeted in a Chinese classroom: the class moniter will say "all stand ," " bow," (students will greet the teacher saying "good morning, teacher Xu") " sit." Students are expected to pay attention to the teacher at all times, not talk to each other, and speak only after permission is given. Is this different from an American classroom? Introduce '*qǐ lì, xìng lǐ, zuò xià*' to the students. Get them to practice greeting the teacher, 'lǎo shī zǎo ān". You may also want to teach the students essential Chinese pharases such as 'Can I go to the restroom', 'Can I speak English?', and 'How do I say this in Chinese?' etc.

After the students have practiced the pronunciation, you can do the following activity. Arrange the classroom to look like a Chinese classroom, with tables and chairs in neat rows rather than in clusters then appoint one student to give the "commands" and instruct the students to all rise and greet the teacher as he or she re-enters the classroom. This is practiced a few times. The teacher then dismisses the class in a similar manner. If the teacher feels that such simulation will give students a more authentic feel of what it is like to be in a Chinese classroom this activity can be used each day to introduce each lesson.

3.2 What Is In a Name?

Do you know anybody who has a Chinese name? Look at a page in the phone directory. Can you spot any Chinese names?

Begin by asking whether any of the students have friends with Chinese names. Collate responses. Hand out a few phone directories. Ask the students to spot Chinese names in the phone book. Alternatively, photocopy a few pages out of the directory. Divide the students into groups. Set a time limit and the students are to find as many Chinese names as they can in the given time. The group which finds the most Chinese names wins.

Let the students read the dID yoU knOW section on names. Explain how Chinese first names have meanings and give some examples ...*Chénggōng* meaning success, *Qiūxuě* meaning autumn snow, etc. Often all the children of one generation will share a common character of their two character first names. For example, two brothers Shì Qiáng and Shì Shèng and their two cousins Shì Yǒng and Shì Měng all have 世 shì as the first character of their first names. This identifies them not only as members of the same family, but of the same generation as well. This way of naming children is not always followed, and single character names are also common, but this is an interesting point you might like to share with your students.

Note: At this point it might be an interesting exercise for the students to find out what their first names mean. A book on common first names that you can pick up from the book store will be handy for this activity. Many of the students may not know what their English names mean.

Assign Chinese names to the students - this can be either a transliteration of their Christian names, like Shelley into Xuělì, or any name that you feel is suitable.

3.3 **Nǐ Hǎo. Wǒ jiào..... Hello. My name is.....**
你好. 我叫..... 嗨, 我的名字是....

nǐ hǎo. Wǒ jiào..... 你好, 我叫....
Hello. My name is .....
嗨, 我的名字是..

Hello . My name is..... My Chinese name is .....
嗨, 我的名字是...., 我的中文名字是...

Practice with the students orally, repeating till they can introduce themselves fluently. One suggested activity after they can say the phrase fluently as a group is to get them to introduce themselves individually. Group the students in a circle. Holding a ball in your hands, you start by introducing yourself. After having done that, throw the ball

to one of the students (pick the most fluent one) and indicate for him or her to introduce him/herself. He or she then continues by passing the ball to someone else.

Activity 1 : Using a newspaper folded up into a roll, pick a student to be 'it'. He or she holds the newspaper roll. The other students sit in a circle surrounding 'it'. Begin by shouting the name of one of the students seated. 'It' has to run up to the person whose name is called and hit him or her with the newspaper roll. The point of the game is for the student whose name is called to shout out another student's name before 'it' hits him or her. Whoever gets hit by 'it' will in turn become 'it'. This game will get the students to remember everyone's names in a hurry!

Activity 2: Singing the Introduction Song to the tune of Liang Zhi Lao Hu. (Lyrics are included.) Students will practice common greetings in the song.

Activity 3: You can also set up a role play activity. Students are to pretend that they are at a party, and they are to go round the room, shaking hands with each other, introducing themselves. One way of making sure they carry out this activity, is for them to collect a token from whoever they have spoken to. The tokens are distributed to each student beforehand. Students can make it harder for each other to receive tokens by insisting on correct pronunciation and word sequence. Peer correction is probably more effective than teacher correction. You are the mediator, and guide the students through this activity.

3.4 Learning to Write

You can then go on to show students how to write their own names in Chinese, as well as "Hello, my name is ....." (the pinyin is used as a guide)

At this point show the students the sequence of strokes for the characters..from left to right, top to bottom. It will be useful if the teacher xeroxes samples for the students.

Get the students to start their own scrap books. They can write their own names in Chinese on the cover. Encourage them

song: NAME PRACTICING SONG
tune: WHERE IS THUMBKIN?

名字
míng zi

"X X X" (名字), "X X X" (名字)
míng zi míng zi

你好嗎? 你好嗎?
nǐ hǎo ma nǐ hǎo ma

我很好, 謝謝, 我很好, 謝謝.
wǒ hěn hǎo xiè xie wǒ hen hǎo xiè xie

請坐下, 請坐下.
qǐng zuò xià qǐng zuò xià

to decorate the cover of their book. You can do this in the form of a cover design contest. Gather posters and brochures from travel agencies that students can cut pictures from. You might like to start them on pieces of drawing paper and they can use their artwork as covers for their books. Let the students vote as to who has the best cover. The winner gets a little prize. The prize can be a Chinese souvenir. This scrap book will be used to keep all the worksheets and activity sheets.

3.5 Writing in Chinese

Explain with examples that some Chinese characters are pictographs and ideographs. Encourage the students to guess what certain words like 田 tián (field), 川 chuān (river), 众 zhòng (group of people) and 森 sēn (forest) mean.

There are other ways in which the characters are formed, but at this level it is not neccessary to introduce them to the students.

One way of getting the students to remember characters is through mnemonics. The word 森 sēn (forest) for example is made up of three trees. The word 中 zhōng (centre) is a tennis court with a net running through the centre. You can even assign characters to the students to see how they can devise pnemonics to help them remember the characters.

One point to emphasize to students is that language, like culture, is a living thing. The more cross cultural communication that goes on, the more information is exchanged, and the more languages borrow from each other.

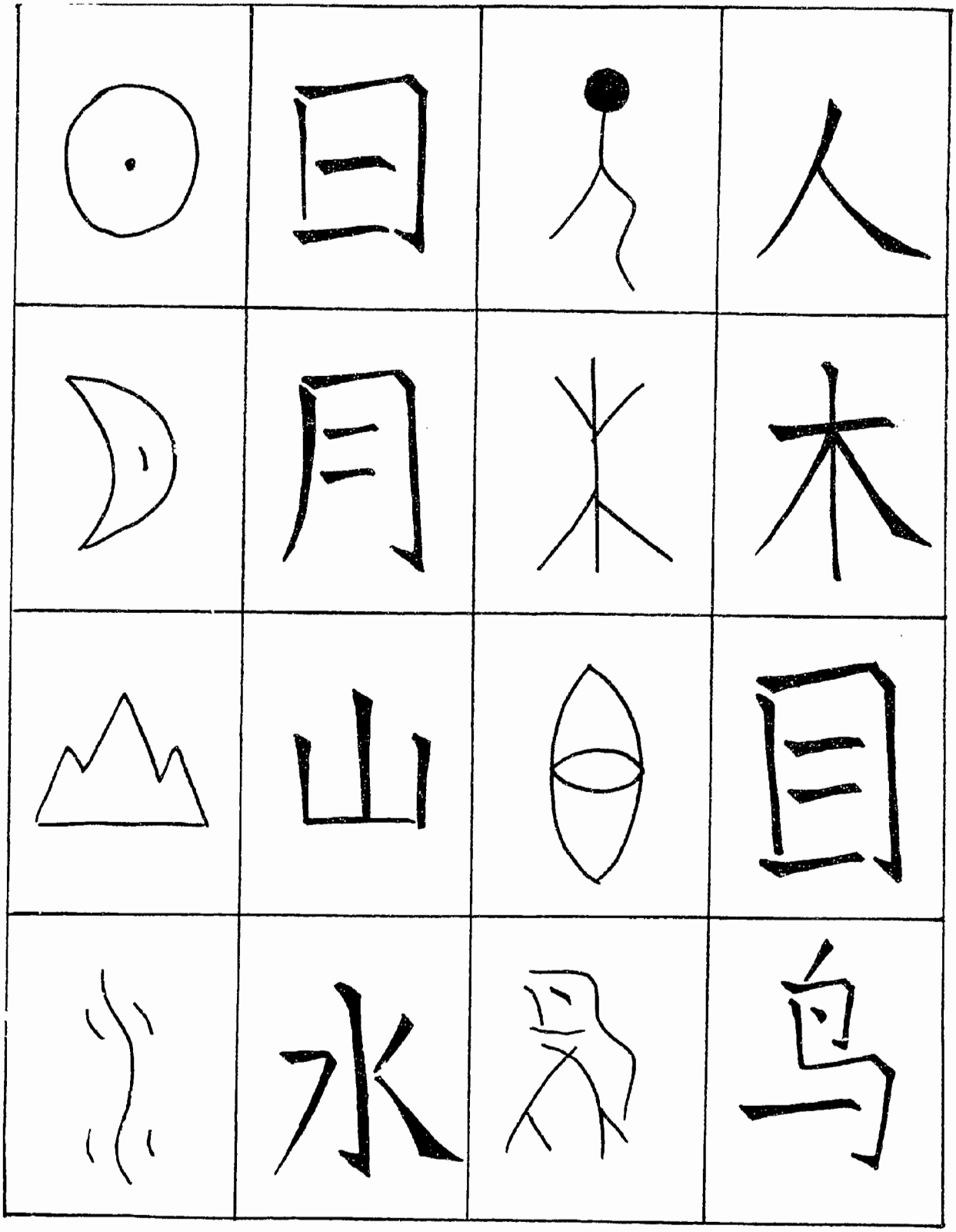
English words like chop-suey, tea, cheongsam, and kung fu are borrowed from Chinese, and the Chinese borrowed words like humor, democracy, and salad from English.

Additional activity: Teach the students to make seals with potatoes. One easy way is to write the name on wax paper, reverse the paper and paste it on the cut side of a potato. A tracing of the mirror image of the name can then be done and cut. Students will enjoy making their own seals to use. To make permanent seals, try using blocks of play dough. These

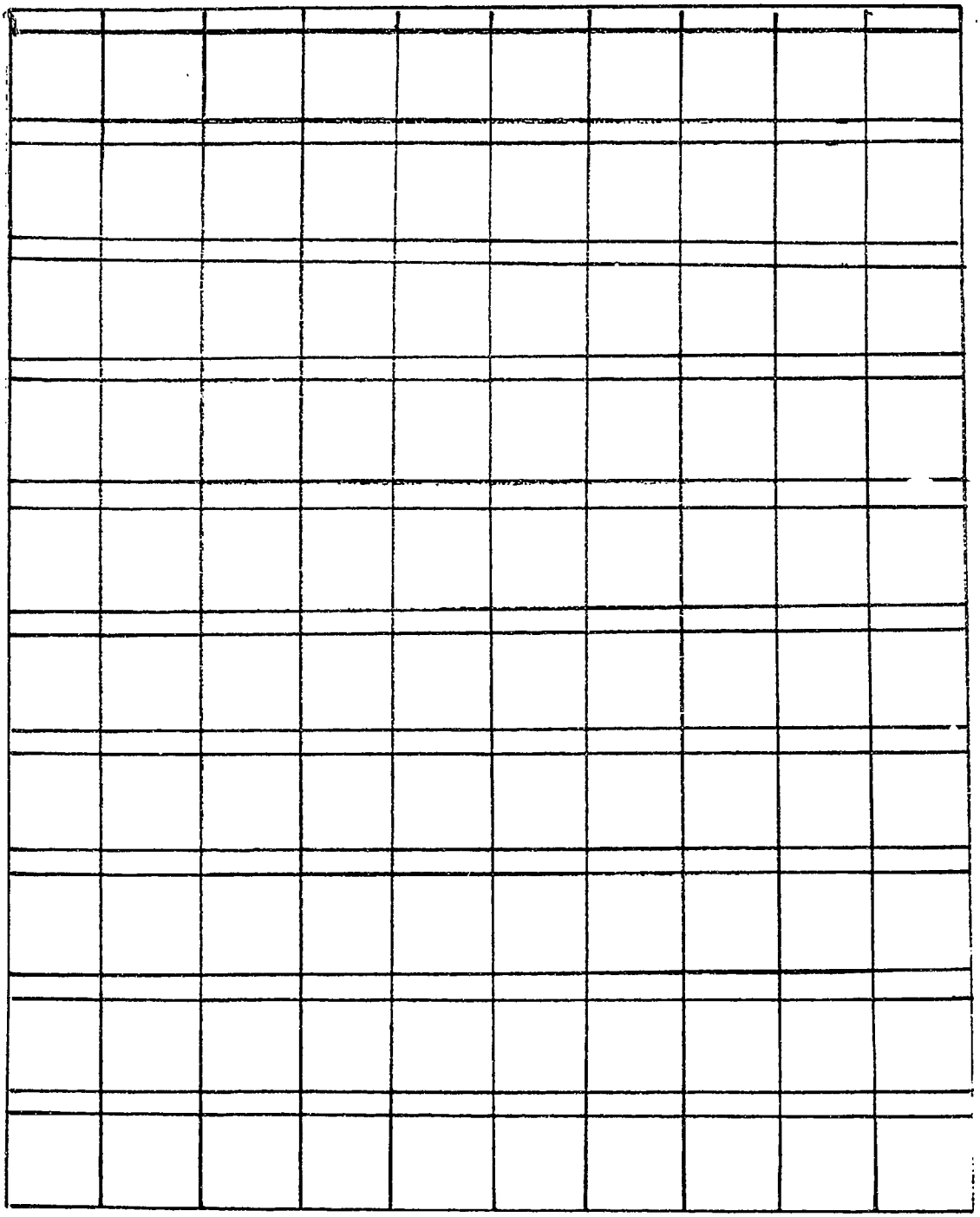
can be baked in the oven to harden and the seals then become permanent. You may wish to explain how seals were used traditionally. Instructions for making a seal are in the appendix.

Outcome: Students learn how to greet teachers in the traditional way, to say their own name in Chinese , and to say ' Hello, my name is ..... '

The students also learn that in the Chinese language, each Chinese character has a meaning. They learn basic Chinese characters.


日
人
月
木
山
目
水
鳥

姓名_____



SEALS

materials: (per student) one wood block, one piece of styrofoam, one sheet of relatively thin paper, red stamp pad, markers, contact paper, glue gun, and a pencil.

1. Trace an outline of the wood block six times on white paper.

2. Practice writing the character on the square. It is important to center the character in the square. Practice until you do one you like. Trace over it to thicken the lines.

3. Hold your paper (with the perfect character) to the window. Turn it over and trace the design on the back. Now the character is backwards.

4. Put the paper on the top of the styrofoam with the backwards character facing you. Trace over the character with a pencil pushing hard.

5. Cut out the styrofoam square to fit on top of the square block.

6. Use a glue gun to stick the styrofoam to the wood block.

7. Put contac paper around the wood block or have students color it.

8. Affix the seal on a worksheet.

song: WHEN WE ALL GET TOGETHER.....
tune: THE MORE WE GET TOGETHER

當我們同在一起
dāng wǒ men tóng zài yì qǐ

當我們同在一起, 在一起, 在一起.
dāng wǒ men tóng zài yì qǐ zài yì qǐ zài yì qǐ

當我們同在一起, 眞快樂無比.
dāng wǒ men tóng zài yì qǐ zhen kuài lè wú bǐ

你對我笑哈哈, 我對你笑嘻嘻.
nǐ duì wǒ xiào hā ha wǒ duì nǐ xiào xī xi

當我們同在一起, 眞快樂無比.
dāng wǒ men tóng zài yì qǐ zhēn kuài lè wú bǐ

verse: WELCOMING GUESTS

客人來
kè rén lái

小椅子, 擦一擦, 客人來了請坐下.
xiǎo yǐ zi cā yì cā kè rén lái le qǐng zuò xià

小茶杯, 洗一洗, 我請客人喝杯茶.
xiǎo chá bēi xǐ yì xǐ wǒ qǐng kè rén hē bēi chá

UNIT 4 GREETINGS

Objectives : Students revise greetings that they have learned before as well as learn new greetings and how to ask each other what their names are.

Material: Exercise book.

Vocabulary :

Good Morning.

早安

Zǎo ān

Good Afternoon

午安

Wǔ ān

What is your name?

你叫什么名字

Nǐ jiào shén me míng zi ?

Teach the vocabulary required for the activity.

Practise oral drills until the students get the pronunciation right. As in the previous unit set up activities for students to ask each others' names. To make this exercise more communicative, tell the students to find out each others' Chinese names.
In the dID yOU kNOW section, the students are introduced to cultural differences in greeting people. You may want to explore how such differences may lead to misunderstanding or confusion.

Outcome: Students will be able to greet each other appropriately, and ask each other's names, as well as introduce themselves.

verse: WELCOMING GUESTS

客人來
kè rén lái

小椅子, 擦一擦, 客人來了請坐下.
xiǎo yǐ zi cā yì cā kè rén lái le qǐng zuò xià

小茶杯, 洗一洗, 我請客人喝杯茶.
xiǎo chá bēi xǐ yì xǐ wǒ qǐng kè rén hē bēi chá

UNIT 5 MY FRIEND

Objectives: Students learn to introduce their friends.
Students learn the sentence structure 'this is my .....', and how to turn the sentence into a question by adding the suffix 吗 *ma*.

Material: Colored pencils

Vocabulary :

5.1 **This is my friend.**
这 是 我 的 朋友.

Zhè shì wǒ de péng yǒu. This is my friend.
这是我的朋友

5.2 **His name is.....**
他的名字是....

Tā jiào..... His name is .....
他叫.... .他的名字是...

Tā jiào .....Her name is .....
她 叫 她的名字是...

Teach the vocabulary and practice orally until students get the pronunciation right. Set up activity where students can practice introducing two other classmates to someone else. You can start by standing up, introducing yourself, then point to a girl and a boy in class, and in turn introduce

them using the third person. The students you introduce will then take turns to introduce another girl and boy and so forth.

Activity: Students sit in a circle. Student B asks A what his or her name is. A replies. C asks B what his or her name is. B replies, then carries on to tell C what A's name is "Ta jiao ......' The point of the game is to get each student to remember as many names as they can of the students before them, using the third person pronoun to introduce each one of them. The students who cannot remember all the names drop out, and the winner is the student who can remember in the correct sequence, all the names.

Write the sentences out for the students. Help them to learn to recognize the characters.

Role play: Another activity to reinforce the introductions learned is to role play. Pick six students to play different roles. They are at the swimming pool and A sees her friend B with her friends. A greets B and they introduce their respective friends to each other. Tape their performance, and playback their conversation. Elicit responses from the class as to the names of the characters involved. This is also a good opportunity for peer correction - if there are any mistakes on tape, get the students to point out where, and to correct them.

Alternatively, pre-record short conversations on a cassette tape. Play the tape to the class, and get the students to fill out a worksheet of questions such as: did the conversation take place in the morning or afternoon? Who is X talking to? What is the name of Y? Before you play the tape, make sure the students know what they are listening for.

5.3 Tell Us about Your Friends

Students draw a picture of themselves and two of their friends. They are asked to write captions about their pictures, using the phrases that they have learned so far.

Pick a few students to share their pictures with the class.

5.4

You can also use the sentence structure "This is my....." to get the students to talk about their possessions. Teach simple words like pen, pencil, bag, book and let the students practise saying "this is my....." as you hold up the object. This exercise can also be carried out in the third person as the students become more confident.

Teach the sentence structure

这 是 你 的 ..... 吗?

Zhè shì nǐ de ..... ma? Is this your .....?

这 是 他(她)的 ..... 吗?

Zhè shì tā de ..... ma? Is this his/her .....?

Again, you can go around the class, holding up objects, using the sentence structure to ask the students and invite their responses. Alternatively, get the students to contribute one object each and put all these objects in the centre. Students can take turns to go to the pile, take up an item, and ask 'Zhè shì nǐ de .....ma?' The questions can be directed at any of the students, and they can respond 'Shì de, zhè shì wǒ de.' or 'bú shì, zhè shì tā de.'

Students can ask these questions until the owner of the object is found.

Outcome: Students are able to introduce their friends. They can use the sentence structure 'this is my .....' to talk about their possessions as well as their friends' possessions. They will also be able to use the interrogative form of the sentence structure.

SPUD

1. Assign each student a new "name" using the vocabulary you're teaching. (ex. pen, pencil, book, etc.)

2. Students stand in a circle.

3. One student stands in the middle with a ball. S/he throws the ball in in the air and calls out a "name".

4. All students run except the student whose name was called.

5. When the student (whose name was called) catches the ball s/he yells "stop."

6. S/he throws the ball and tries to hit someone. The students can move only one leg to avoid being hit.

7. If s/he hits someone that person is "it" and throws the ball in the air and calls out someone's name.

我的朋友在那裡

song: WHERE ARE MY FRIENDS?

Wǒ de péng yǒu zài nǎ lǐ

一二三四五六七, 我的朋友在那裡.

yī èr sān sì wǔ liù qī wǒ de péng yǒu zài nǎ lǐ

在這裡, 在這裡, 我的朋友在這裡.

zài zhè lǐ zài zhè lǐ wǒ de péng yǒu zài zhè lǐ

UNIT 6 THE LAND THEY CALL CHINA

Objectives : Students are introduced to the main rivers and the different geographical regions in China.

They will be introduced to the diverse population of China in the urban and rural areas. They will learn that there are other ethnic groups which inhabit China. The students will learn that China is as diverse geographically as it is ethnically.

Materials: map of US , map of China, photos of the Yangtze River and the Yellow River. Pictures of people in various regions in China. *Passport to China* is a good book to use here.

6.1 Rivers in the U.S.

First elicit responses to questions about the rivers in the US and Illinois.
Get the students to compare their answers with the rest of the class.

6.2 Rivers in China

Elicit similar responses about rivers in China. Use a wall map of China and
get the students to find out the names of the major rivers .

Compare topographical maps of the U.S. with that of China. Plot a chart to see what similar or different geographical features the two countries share.Whereever possible, encourage the students to supply the answers. Give the students cues like " Where are the mountainous regions ? Are there deserts? Plateaus? etc.

6.3 Other Geographical Features

As a group activity, let the students discover other geographical features of the land.

6.4 Cities in China

Have the students to point out some of the cities in China. Ask them to note where in relation to the rivers or coastal areas these cities are. Discuss why they think big cities in America as well as in China, are often sited near the coast or rivers.

Activity 1 : If available, you can show students videotapes and photos of the various regions of China, and the different ethnic groups living in China. *Big Bird in China* is a good video to use here. Discuss the differences between city dwellers and the peasants in terms of educational opportunity, the types of work they do etc. Please refer to the bibliography for the books available to make discussion more interesting.
Activity 2: Get the students to draw a suitcase in their scrapbook. Give them ten minutes to draw in the items that they would take with them on a trip to China. You can use their drawings to discuss why they want to bring certain items. Students may pack their suitcases with games and forget about their clothes, or they may pack summer clothes for a visit to Beijing in November. Use their contributions as points for discussion about the climate, or geography of the places that they will 'visit'.

6.5 China's neighbors

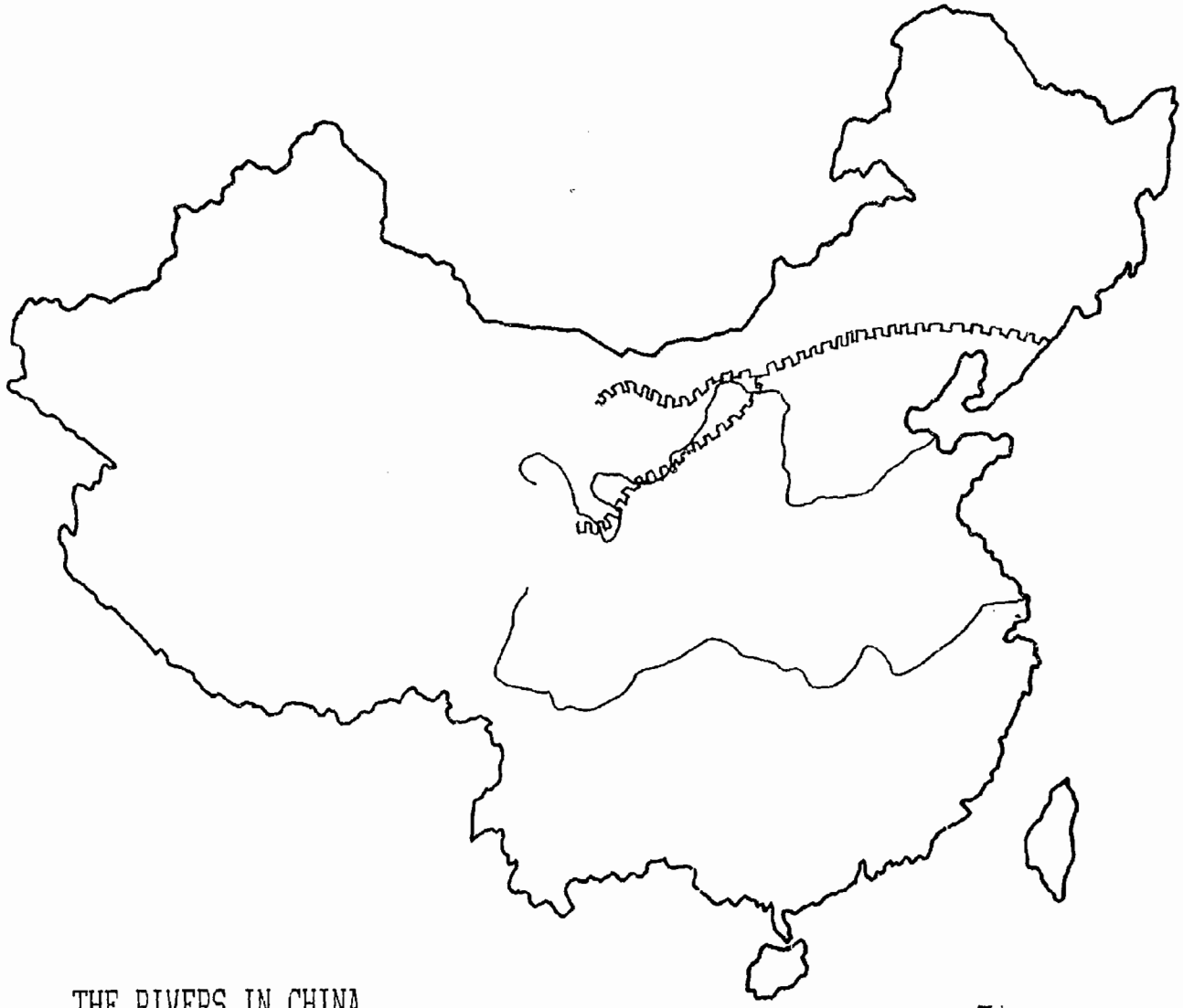
Organize the students into groups of three or four per group. The first group which correctly identifies all the countries which share their border with China get a prize.

Generate a discussion about the dID yOU kNOW? section. You may want to emphasize that they are learning the language of the Han Chinese, who represent 89.5 % of the entire population. China's minority population have varied and rich cultures, and students can be encouraged to read up about them and share their findings with the class. (The section on the minorities can be expanded as the students learn about the geographical distribution of the minorities, and what cultural similarities these groups share with the various peoples over the border.)

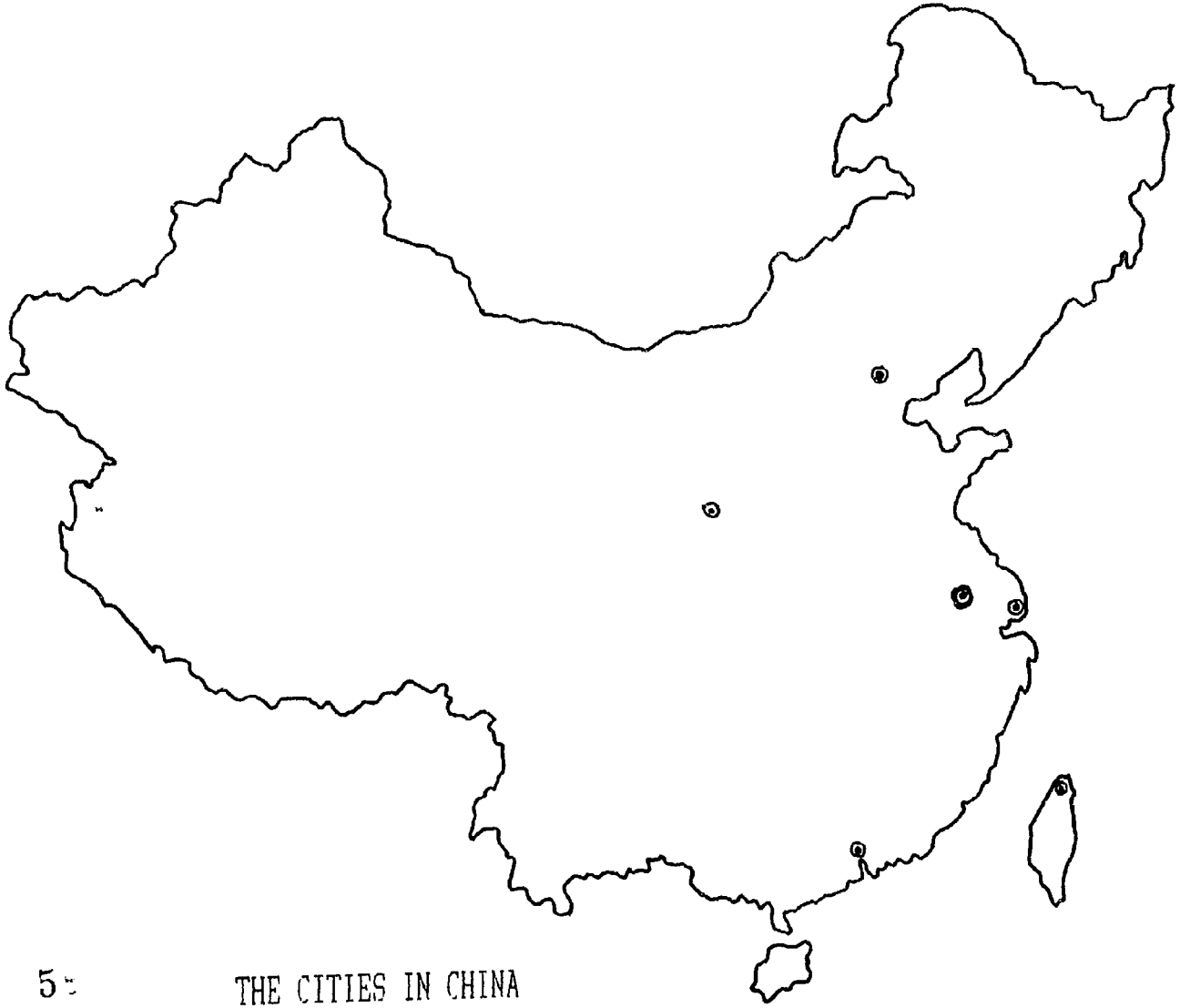
You may wish to read folktales of the Chinese minorities to the students. The tales of Afanti for example, are funny and will be enjoyed by the students.

6.6 These can be done as group projects, to be presented in class.

Outcome: Students will be able to name the main rivers and cities in China, and identify prominent geographical features. They will also know that China is diverse ethnically.



THE RIVERS IN CHINA



THE CITIES IN CHINA

UNIT 7 A DAY IN THE LIFE OF .....

Objectives : By the end of this lesson, the students will have learned about how Chinese children in other countries such as Taiwan and Hong Kong live, where they go to school, and what they do in their spare time. They will also learn about weekend Chinese schools that some Chinese American students attend, and to talk about their own activities in Mandarin.

Materials : Books listed at the end of bibliography on children in Chinese speaking countries in Asia.

7.1 **What Do You Do in Your Spare Time?**

Invite students to list five of their favorite activities out of school.

Collate their responses and make a chart on the board. The students may find it interesting to see how similar or different their spare time activities are.

7.2 **Chinese Children Living in China and Other Countries**

This is a good opportunity to introduce Chinese children who live in countries other than China. The list of books in the bibliography section is a good start. You should try to introduce as many Chinese children in their environment as possible, to give the students a feel of what it must be like to live in China, Taiwan, Hong Kong, Macau or Singapore.

You can discuss with your students the differences or similarities that they see.

7.3 **Find Out About the Chinese Living In Your Community.**

If there are Chinese in your community, they could be invited as guest speakers and the students can ask them questions related to their lives in the respective countries.

Another possible project is for the students to interview Chinese Americans in their age group, and find out about their routines at home which may differ from their own. Note: some Chinese American children attend Sunday Chinese classes to learn how to read and write in Chinese.

Prepare the class beforehand by helping the students to prepare a list of questions. Encourage the students to use the Chinese they have learned. They can greet the guest in Chinese, ask him or her which country he or she is from, ask for his or her name etc.

7.4 Introduce reading material about Chinese children living in America, as well as in other Chinese speaking countries. At this point the more reading material or videos you can provide about Chinese children in different countries, the better. The idea is to show the students that Chinese children in different countries participate in activities that may be similar to or different from to their own. Chinese children living in different countries may also participate in widely different activities. Chinese children in Hong Kong or Taiwan also play Nintendo and other video games, but children on mainland China may not have access to these games. Perhaps Chinese children all over play the same games with sandbags, with variations. This lesson creates opportunities for American children to learn about similarities and differences in what children participate in. Invite them to discuss why some leisure time activities are similar, or different. Are certain activities influenced by culture, technology, or the resources available etc..

Teach the students the Chinese words for these activities, as well as the phrases

Nǐ tōng cháng zuò xie shé me huó dòng?
你通常做些什么活动?
Wǒ měi tiān .....
我每天 ---
Wǒ měi ge xīng qí.....
我每个星期

You can introduce basic verbs here.

Suggested vocabulary:

to do	做	to play	玩	to watch	看
to go	去	to talk	说	to listen	听

TPR would be a good technique to use here to reinforce what the students have learned.

7.5 **Trip to Chinatown.**

Depending on your location, you can arrange for an excursion to Chinatown, or on a smaller scale, to a Chinese grocery store.

Prepare a worksheet for the students to complete. This can be in the form of a map, where students are required to fill in the names of shops and restaurants in Chinatown; or a scavenger hunt, where students are to locate certain shops or items. Alternatively, get them to copy down a few of the signs that they see. Make sure the students are given a task to do on the trip, so that they will pay more attention and learn.

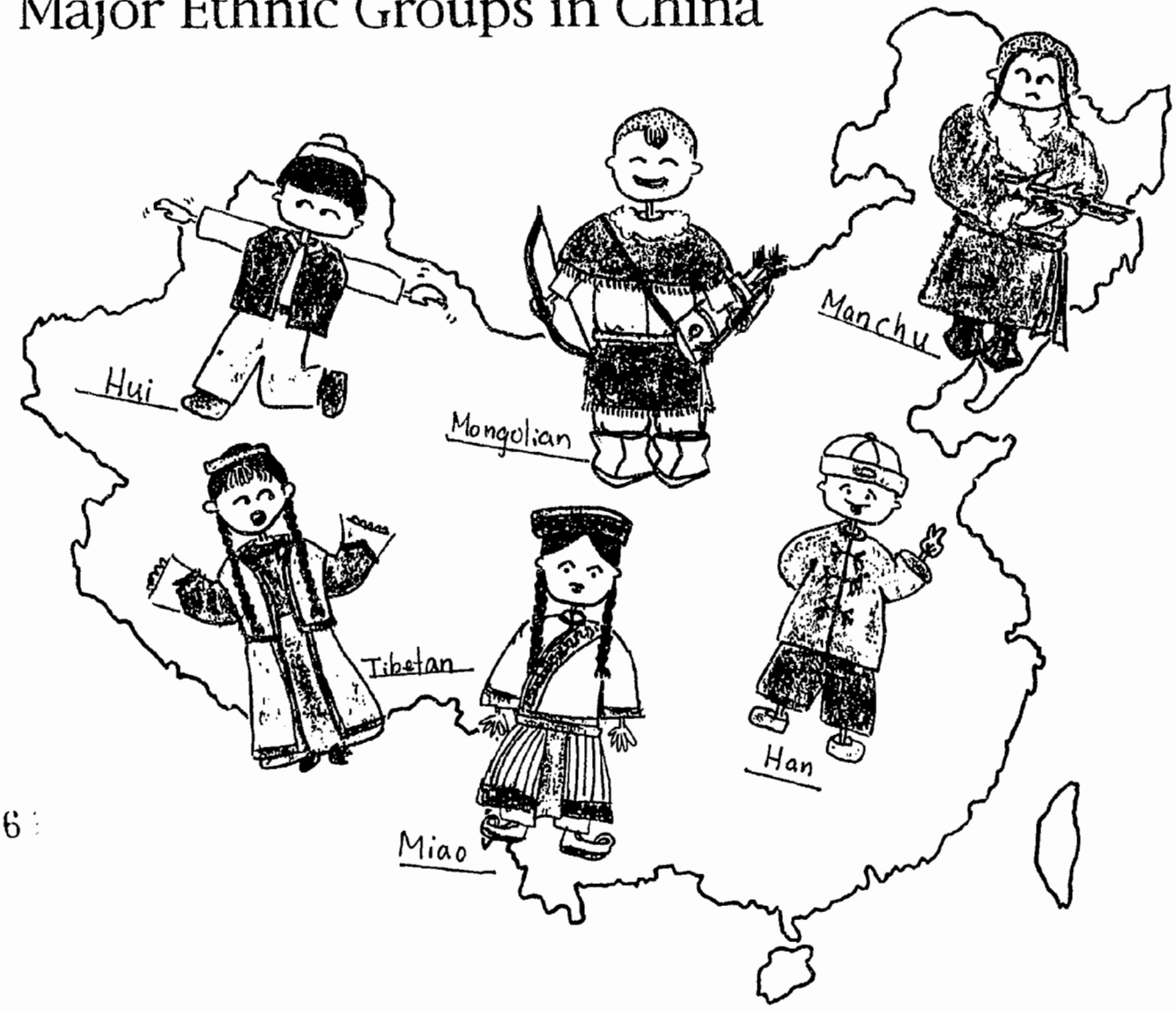
Note: Before the trip, you may first want to introduce the Chinese terms for bakery, restaurant, grocery, bookshop and so forth, so that they won't feel too overwhelmed. And it adds to the students' interest when thay realize they can read some of the Chinese characters!

Activity 1: You can make out a list of food items that students can find in a Chinese grocery shop. The students can go around the shop, checking the items off. They can each decide on a Chinese snack to buy to take back to the class for an impromptu party.

Activity 2 : Students can make a model Chinatown out of tissue boxes and milk cartons. They can add Chinese architectural details to make their models look authentic.

Outcome: The students will have an understanding of how Chinese children in other countries such as Taiwan and Hong Kong live, where they go to school, and what they do in their spare time. They will also know about weekend Chinese schools that some Chinese American students attend, and be able to provide information about their own activities in Mandarin.

Major Ethnic Groups in China



song: GOING ON A FIELD TRIP.

郊遊
jiāo yóu

走走走走走, 我們小手拉小手.
zǒu zǒu zǒu zǒu zǒu wǒ men xiǎo shǒu lā xiǎo shǒu

走走走走走, 一同去郊遊.
zǒu zǒu zǒu zǒu zǒu yì tóng qù jiāo yóu

verse: TAKING A TRAIN RIDE.

坐火車
zuò huǒ chē

小板凳, 擺一排, 小朋友們坐上來.
xiǎo bǎn dèng bǎi yì pái xiǎo péng yǒu men zuò shàng lái

這趟火車跑得快, 我當司機把車開.
zhè tàng huǒ chē pǎo de kuài wǒ dāng sī jī bǎ chē kāi

UNIT 8 NUMBERS

Objectives: Students learn to count in Chinese and to read and write numbers in Chinese.

8.1 Counting in Chinese

One way to teach numbers is to use rods. Hold up the correct number of rods in sequence from one to ten, and say the Chinese word for the numbers. Get the students to say one to ten after you. Once that is accomplished, go on to test students by picking out groups of rods in random numbers and students are to say the numbers in Chinese.

Activity I : in groups students test each other by holding up various numbers of rods and then saying the number. Once they are proficient , they can go on to using flashcards and students can test each other. To make the game more interesting, students can also play bingo.

8.2

Introduce the Chinese characters for 1 to 10. Let the students form the characters using toothpicks or play dough for a start. You can make learning more fun for the students by letting them practice using brush and ink.

8.3

Teach the students counting songs that are familiar favorites of Chinese children.
There is also a counting game that you can get the students to play. It is called

Pèng Qiú Yǒu Xì (Dodgem Balls)

How to play: Students form a circle, facing each other. You give them a number each.
Choose one student to be 'it'. If for example 'it' is number five, he or she starts by saying:

我的五球碰七球

Wǒ de wǔ qiú pèng qī qiú. My number five ball hits number seven.

The students who is number seven then becomes 'it', and he will choose another number and call out in a similar fashion:

我的七 球 碰 三 球

Wǒ de qī qiú pèng sān qiú. My number seven ball hits number three.

Additional activities: You can expand this unit by teaching tens, hundreds, thousands and so on. Provide information gap worksheets, where students fill in the correct numbers using either Chinese characters or Arabic numerals.

eg	10 =	shí
	15 =	shí wǔ
	20 =	èrshí
	27 =	èrshíqī

how do you write

35 =
48 =
61 =

You can also use a calender to encourage students to learn dates and days.

Activity 1: Teach the students to use chopsticks to pick up popcorn. As they pick the popcorn up, they have to count in Mandarin and the student who manages to pick up the most popcorn in a given time wins.

Activity 2 : Can't say multiples of .....game. Students form a circle. Decide on a number (for example 5).Going round the circle, students say aloud the numbers in sequence. When they get to 5, the student whose turn it is will have to say 'pèng!' instead. The game goes on and whenever the students get to a multiple of that number (in this case 10, 15, 20) they have to say 'pèng!' instead.

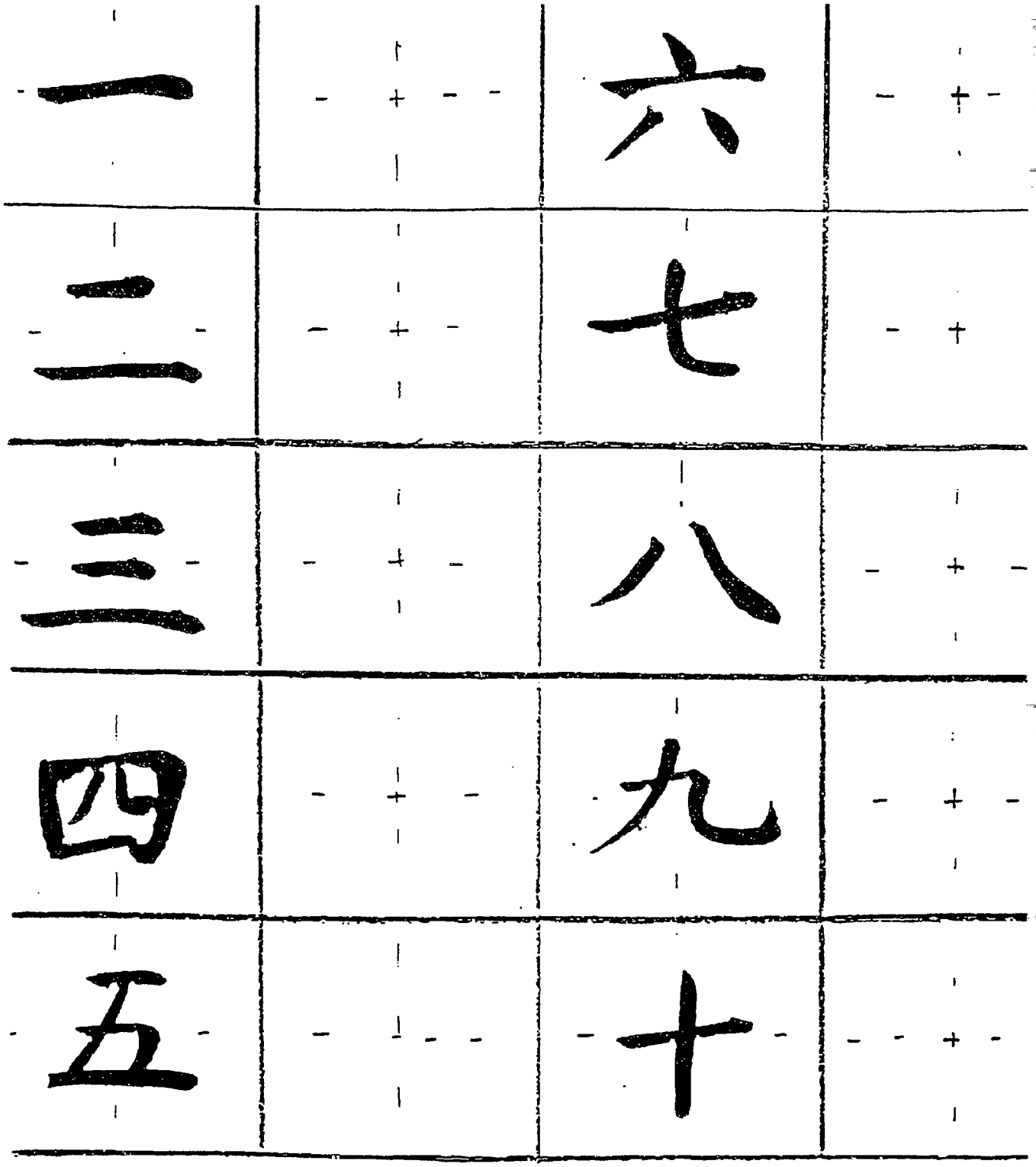
If an abacus is available, students can be taught how to add and subtract using the abacus - it is afterall, one of the

earliest calculators ever used! (Instructions for making and using the abacus are included here.)

You can also teach the students to tell the time.

Other games to play : Bingo, Battleship, Tangrams, Join the numbers, Around the World

Outcome: Students will be able to count from at least one to ten and be able to read and write numbers in Chinese.


一
六
二
七
三
八
四
九
五
十

UNIT 8 NUMBERS

8.1 Counting in Chinese

1	2	3	4	5	6	7	8	9	10
yī	èr	sān	sì	wǔ	liù	qī	bā	jiǔ	shí
一	二	三	四	五	六	七	八	九	十

8.2 Writing one to ten

8.3 Some songs to learn

song: TWO TIGERS.
tune: ARE YOU SLEEPING?

兩隻老虎
liǎng zhī lǎo hǔ

兩隻老虎, 兩隻老虎,
liǎng zhī lǎo hǔ liǎng zhī lǎo hǔ

跑得快, 跑得快,
pǎo de kuài pǎo de kuài

一隻沒有眼睛, 一隻沒有尾巴,
yì zhī méi yǒu yǎn jīng yì zhī méi yǒu yǐ ba

眞奇怪. 眞奇怪.
zhēn qí guài zhēn qí guài

剪, 拳, 布

song: SCISSORS, FIST, CLOTH

Jiǎn quán bù

一, 二, 三, 剪, 拳, 布.
yī èr sān jiǎn quán bù

一, 二, 三, 剪, 拳, 布.
yī èr sān jiǎn quán bù

剪刀, 石頭, 布,
jiǎn dāo shí tóu bù

布來包石頭,
bù lái bao shí tou

石頭鎚你剪刀,
Shí tou chuí nǐ jiǎn dāo

看誰猜得對!
kàn shéi cāi de duì

verse: COUNTING FRUITS

數果果

shǔ guǒ guo

一二三, 三二一, 一二三四五六七.

yī èr sān sān èr yī yī èr sān sì wǔ liù qī

七棵樹上七樣果,

qī kē shù shàng qī yàng guǒ

蘋果,桃儿,葡萄,柿子,李子,栗子,梨.

Píng guǒ táo er pú táo shì zī lǐ zi lì zi lí

song: COUNTING MY FRIENDS

tune: TEN LITTLE INDIANS

點人數
diǎn rén shù

一個, 兩個, 三個, 小朋友.
yí ge liǎng ge sān ge xiǎo péngyǒu

四個, 五個, 六個, 小朋友.
sì ge wǔ ge liù ge xiǎo péngyǒu

七個, 八個, 九個, 小朋友.
qī ge bā ge jiǔ ge xiǎo péngyǒu

第十個小朋友站起來.
dì shí ge xiǎo péngyǒu zhàn qǐ lái

十個, 九個, 八個, 小朋友.
shí ge jiǔ ge bā ge xiǎo péngyǒu

七個, 六個, 五個, 小朋友.
qī ge liù ge wǔ ge xiǎo péngyǒu

四個, 三個, 兩個, 小朋友.
sì ge sān ge liǎng ge xiǎo péngyǒu

第一個小朋友站起來.
dì yí ge xiǎo péngyǒu zhàn qǐ lái

一個, 兩個, 三個, 小朋友.
yí ge liǎng ge sān ge xiǎo péngyǒu

四個, 五個, 六個, 小朋友.
sì ge wǔ ge liù ge xiǎo péngyǒu

七個, 八個, 九個, 小朋友.
qī ge bā ge jiǔ ge xiǎo péngyǒu
第十個小朋友站起來.
dì shí ge xiǎo péngyǒu zhàn qǐ lái
十個, 九個, 八個, 小朋友.
shí ge jiǔ ge bā ge xiǎo péngyǒu.
七個, 六個, 五個, 小朋友.
qī ge liù ge wǔ ge xiǎo péngyǒu
四個, 三個, 兩個, 小朋友.
sì ge sān ge liǎng ge xiǎo péngyǒu
第一個小朋友站起來.
dì yī ge xiǎo péngyǒu zhàn qǐ lái

Verse: COUNTING ONE TO FIVE

五指歌
wǔ zhǐ gē

一二三四五, 上山打老虎.
yī èr sān sì wǔ shàng shān dǎ lǎo hǔ

老虎打不到, 打到小松鼠.
lǎo hǔ dǎ bú dào dǎ dào xiǎo sōng shǔ

松鼠有几只, 讓我數一數.
sōng shǔ yǒu jǐ zhī ràng wǒ shǔ yí shǔ

數來又數去, 一二三四五
shǔ lái yòu shǔ qù yī èr sān sì wǔ

Song: ONE FROG JUMPED INTO THE POND

一只青蛙
yì zhī qīng wā

一只青蛙一張嘴, 兩只眼睛四條腿.
yì zhī qīng wā yī zhāng zuǐ liǎng zhī yǎnjīng sì tiáo tuǐ

扑通扑通跳下水.
pū tōng pū tōng tiào xià shuǐ

三輪車

verse: TRICYCLE

sān lún chē

三輪車, 跑得快, 上面坐個老太太.
sān lún chē pǎo de kuài shàng miàn zuò ge lǎo tài tài

要五毛, 給一塊, 你說奇怪不奇怪.
yào wǔ máo gěi yí kuài nǐ shuō qí guài bù qí guài

三輪車, 跑得快, 上面坐個老太太.
sān lún chē pǎo de kuài shàng miàn zuò ge lǎo tài tài

要五毛, 給一塊, 你說奇怪不奇怪.
yào wǔ máo gěi yí kuài nǐ shuō qí guài bù qí guài

跳橡皮筋儿

verse for the "JUMP ROPE" game. (The jump rope is made of interlocked rubber bands.)

tiào xiàng pí jīer

小皮球, 香蕉油,
xiǎo pí qiú xiāng jiāo yóu

滿地開花二十一.
mǎn dì kāi huā èr shí yī

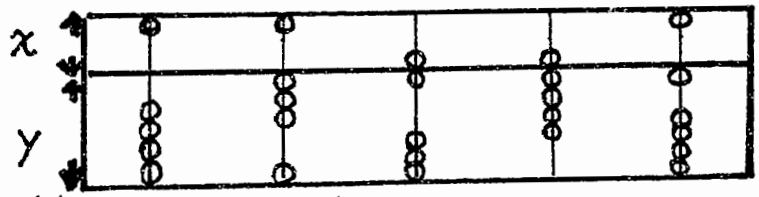
二五六, 二五七, 二八, 二九, 三十一.
èr wǔ liù èr wǔ qī èr bā èr jiǔ sān shí yī

三五六, 三五七, 三八, 三九, 四十一.
sān wǔ liù sān wǔ qī sān bā sān jiǔ sì shí yī

四五六, 四五七, 四八, 四九, 五十一.
sì wǔ liù sì wǔ qī sì bā sì jiǔ wǔ shí yī

THE ABACUS

An abacus is a manual computing device consisting of a frame holding parallel rods as wires strung with counters. (see illustration)



Each bead in group x represents 5 when lowered; each bead in group y represents 1 when raised. The value of this setting is 3,691:

HOW TO MAKE AN ABACUS:

Materials: 5Ø beads

One roll of yarn

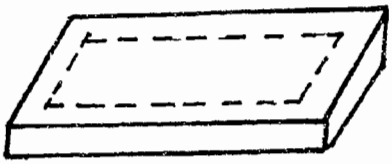
One empty kleenix box

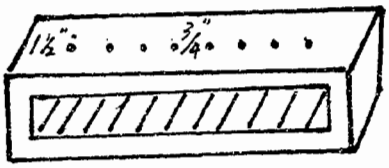
A knife, a pencil, paperpunch, ruler, glue and scotch tape

One 9.5 inch by 2 inch sheet of cardboard

A. THE FRAME:

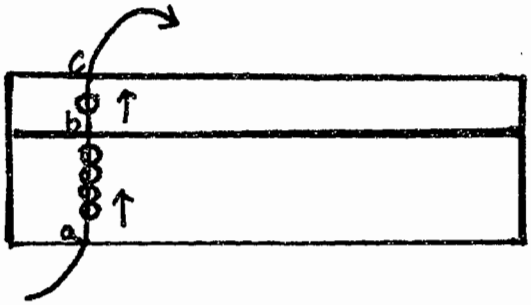
1. Punch holes in the cardboard, one inch from each end, three-quarters of an inch apart.
2. Cut off the top of the kleenix box one-half inch from each edge. (see illustration)
3. Stand the box on its side (lengthwise). Measure and punch one and one-half inch from each end and three-quarters of an inch apart. Repeat on the opposite side.
4. Glue the cardboard onto the inside of the box. Align the holes with those of the box.

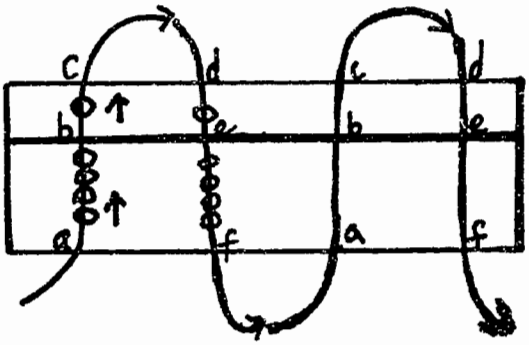




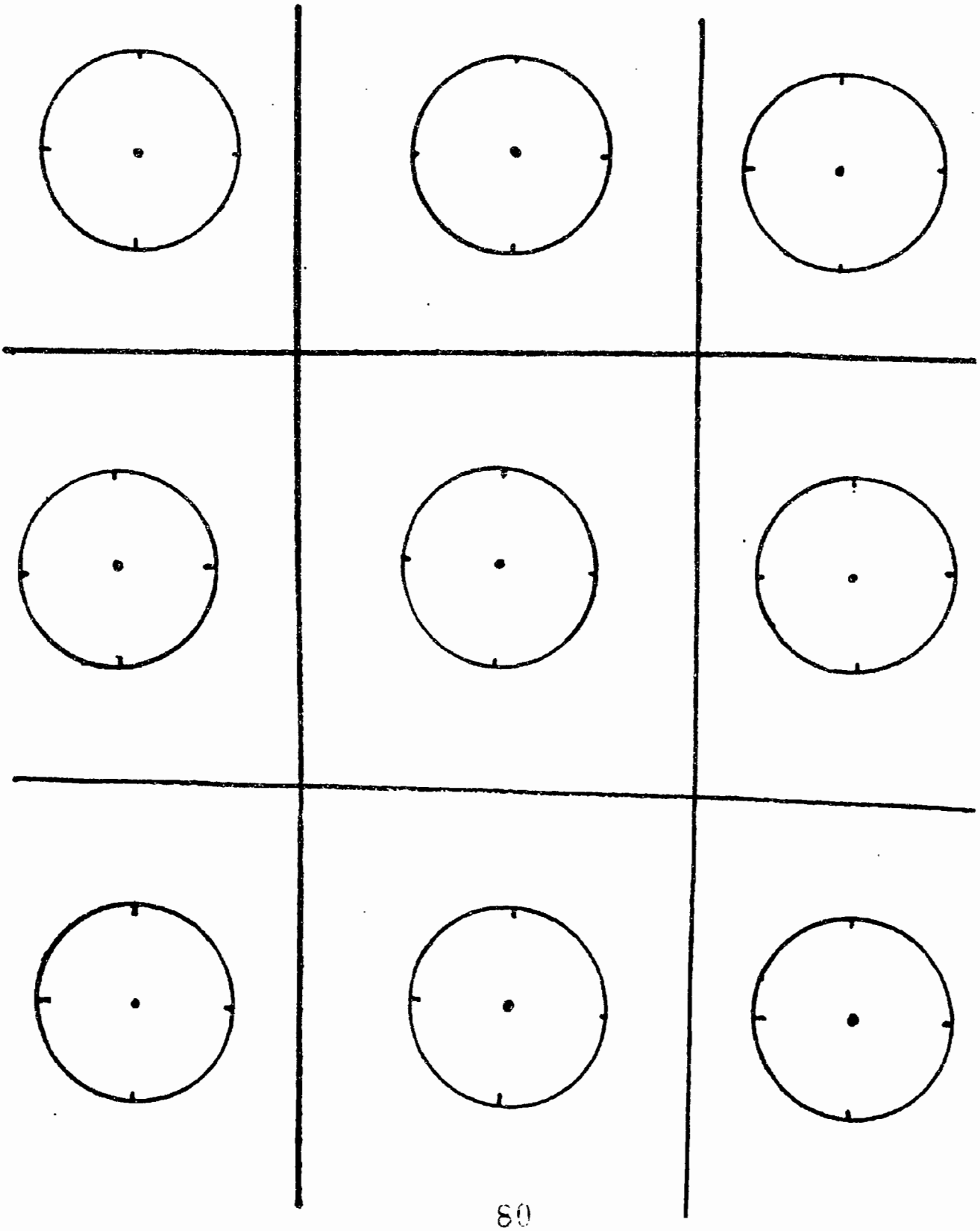
B. THE RODS:

Lead the yarn through a, then string up 4 beads. Pull the yarn to make it longer. Go through b, then string one (1) bead and go through c. (see illustration)
Pull the yarn to make it longer. Go through d, then string one (1) bead. Go through e and string up 4 beads. Then go through f. Repeat the same process through all the punch holes. Cut off both ends of the yarn, tie up and tape the ends.





Now, you have your own abacus!



Around the World Game

This is good for teaching vocabulary.

1. Students sit in a circle.

2. One student is selected to stand behind another student.

3. The teacher holds flashcards of the vocabulary the students are learning.

4. The teacher shows the students a picture or character. The first student to call out the word in Chinese proceeds to stand behind the next person. (The student who was standing sits down.)

5. The first student to return to his/her seat is the winner.

Treasure Hunt

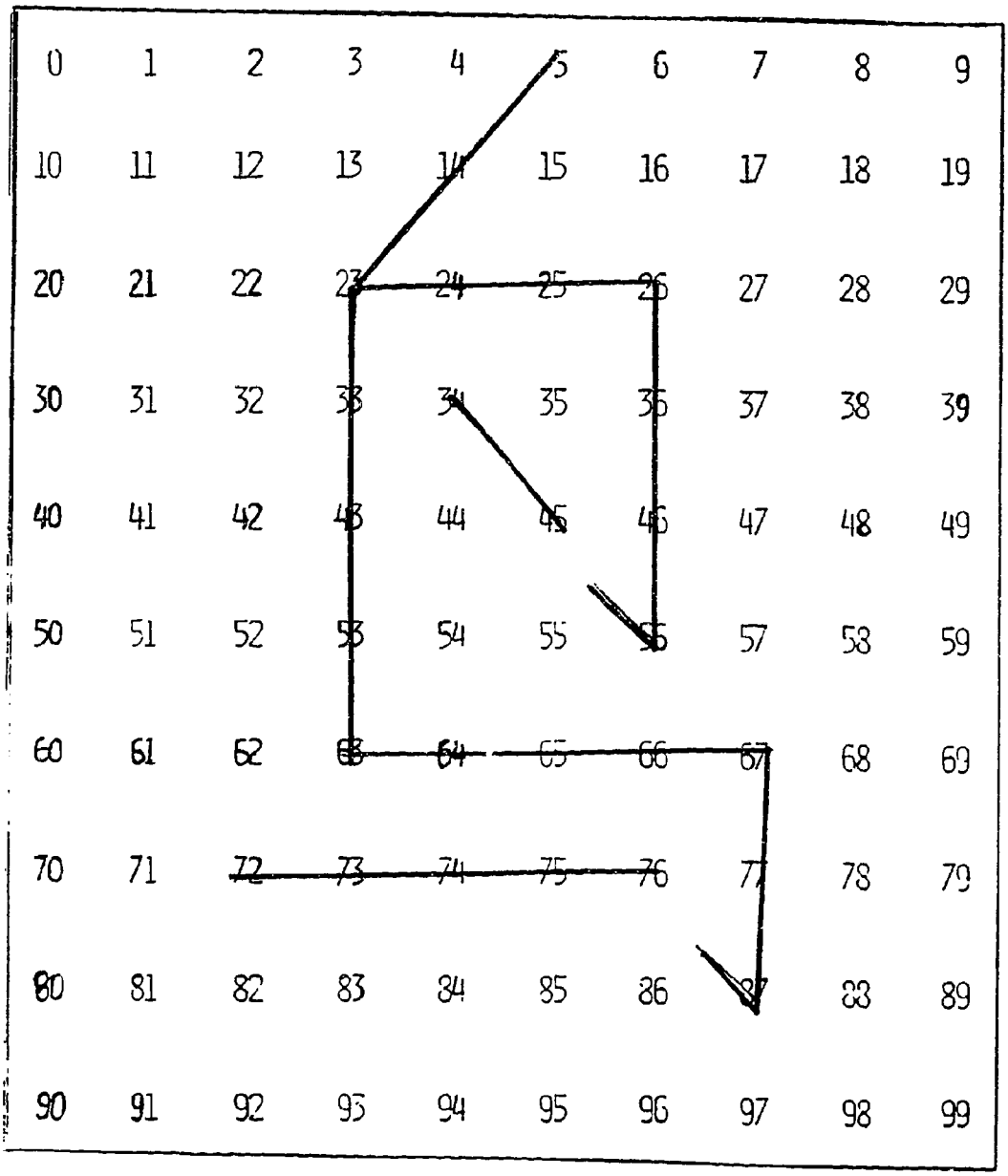
1. Have a volunteer leave the classroom.

2. Hide an object, for example: 帽子 mào zi (hat)

3. Have all of the students repeat "mào zi" in unison.

4. Call in the volunteer.

5. Call out the name of the object in a louder voice as the volunteer gets closer to the hidden object; lower the voices gradually when the volunteer moves away from the hidden object.


0 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28 29
30 31 32 33 34 35 36 37 38 39
40 41 42 43 44 45 46 47 48 49
50 51 52 53 54 55 56 57 58 59
60 61 62 63 64 65 66 67 68 69
70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89
90 91 92 93 94 95 96 97 98 99

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

UNIT 9 THE LUNAR NEW YEAR

Objectives : Students learn about the most important Festival celebrated by the Chinese -the Lunar New Year. Students learn various New Year greetings, and how the New Year is celebrated.

Materials: A Chinese calender if available, Lunar New Year cards, red envelopes, Spring couplets, mock fire-crackers.

9.1 Introduce Discussion of Holidays

Set the scene by inviting students to tell each other about the most important holiday they celebrate during the year. Christmas, Thanksgiving are probably some of the answers the students will give. Ask students which is their favourite holiday and why.

9.2 The Lunar New Year

Explain that for the Chinese, the Lunar New Year is the most important event celebrated in the year. At this point you may like to explain the difference between the Lunar calender and the Gregorian calender. That the lunar calender is used alongside the Gregorian calender in countries which use the former to observe festivals and religious holidays. Students should be made aware that the use of the lunar calender is not peculiar to the Chinese. Ask if they know of other countries which use the lunar calender. Korea, Vietnam and muslim countries use the lunar calender as well. Show the students a lunar calender and how the dates correspond to the Gregorian calender. Get the students to go through the calender and find when the first day of the lunar year falls on. This exercise can be done with different dates. Students can pick a Gregorian date and find out which day and month it is on the lunar calender. This is also a good revision exercise for the numbers that the students have learned previously.

Teach the students to ask about each other's birthdates, and the appropriate reply.

Ask students whether they believe in horoscopes, and whether they know which sign they were born under. You will probably get different responses. Ask whether they think their horoscopes really tell their character. Again the responses may be wide ranging. Introduce the Chinese Zodiac. You may wish to tell them the story of the 12 animals competing for places in the zodiac.The students will be interested to find out about the characteristics of persons born under each animal sign. Allow them to find out which animal sign they were born under. Do they think they personify the animal whose sign they were born under?

Teach *Happy Birthday*. This song can be used all through the year, whenever one of the students have a birthday.

Old MacDonald Had a Farm can also be taught while teaching the animal names and sounds..

9.4
Story-time : The Story of Nian. Students learn about the folklore about how the Lunar New Year came to be celebrated.

9.5
Students read about Lunar New Year celebrations through a short story in the first person. To make it more real, try and get a Chinese boy to read the story and have his voice recorded. The recording can be played to the class.

The story:

Hello ! My name is Yǒng Qiáng (meaning forever strong) and I am ten years old. I am really excited to hear that there are students my age in America who are interested in learning about Chinese traditions and the Festivals that we celebrate.

My favorite festival is the Lunar New Year, also known as Spring Festival. It is celebrated in late January or February, according to the lunar calender. It's kind of complicated, but my mother has a calender which shows both the Gregorian and lunar dates . The Lunar New Year is a time

when families and friends get together to wish each other happiness and success for the following year, very much like Christmas is celebrated in your country. Family members who live in other parts of the country or overseas will all travel home to celebrate the New Year together. My two uncles who live in another city take the train home to celebrate the New Year with us every year.

Preparations begin as early as a month before, with my grandma and mother doing all the shopping for the candies and all sorts of goodies that are served during the New Year. On Chinese New Year's eve, all of us sit down to a reunion dinner. This is a sumptuous feast that takes the entire day to put together. My mother and grandma, together with my aunt, will go shoppinging a day or two before the reunion dinner, buying fish, chicken, pork, and vegetables. In different regions of China, there are differences in the dishes served, but they usually include fish , chicken, pork, and other delicacies that are particular to the region. In China, meat dumplings, *jiaozi*, is served at the reunion dinner, and a *steamboat* or *hot pot* is often served as well. *Steamboat* is like a Swiss fondue, where a pot of broth simmers over hot coals, and bits of raw meat and vegetables are added to the broth and cooked. I love the *jiaozi*. An hour or two before the reunion dinner, everybody would sit around the table and wrap *jiaozi*. My mother lets me wrap a few *jiaozi* also, but mine never comes out nice. You take a piece of dough which has been rolled out into a round shape, add the filling of pork and vegetables and seal the edges. I get to try some of the *jiaozi* before the actual dinner, so I always make sure I am around when my mom boils them up!

After the the reunion dinner, everyone stays up to talk and wait to see the New Year in. This is one of the rare occasions when my sister and I are allowed to stay up all night. We watch the Lunar New Year special on TV, and play all sorts of games. It is also fun to listen to all the stories that my two uncles would tell about the city that they are working in, Beijing.

During the New Year, my father, mother and uncles do not have to go to work for three days. My uncles take a week off work as the journey home takes a day and a half. The house is

spring cleaned, and my sister and I helped to put up spring couplets and paper cuts around the house as decorations. Spring couplets, red strips of paper with calligraphy of auspicious sayings, are pasted at the door and around the house for luck. I like the window flowers especially, as they are colourful and very pretty. We also fill trays with candies, dried melon seeds, oranges, and all kinds of snacks, and friends would come and visit and exchange good wishes. On New Year's morning, we would wake up and wash, and change into our new clothes. After wishing the grown-ups happy New Year, we would be given *hong bao*, little gifts of money wrapped in red paper or red envelopes.

My sister and I look forward to visiting friends and relatives because we would collect *hong baos* from all married adults. Because my grandma is considered an elder, younger adults would visit with their family, to bring her good wishes. These visitors would usually bring along with them mandarin oranges, because they symbolize good luck. (The word *ju*, for orange, sounds like *ji*, good luck)

We are usually exhausted after three days of visiting and feasting. I usually snack so much on mandarin oranges, dried melon seeds, candies and other new year goodies that I don't have the appetite for dinner! Fortunately, it is considered bad luck to be scolded during the New Year celebrations, so my parents don't tell me off for being so greedy. In the old days the feasting and celebrations will go on for 15 days. Nowadays it has been shortened to two or three days. Can you imagine how wonderful it would be if I did not have to go to school and could feast on all the goodies for 15 days! That is why I love celebrating the New Year!

Discuss the story with the students, and introduce the books listed at the end of the reference section. The students will learn about Chinese New Year celebrations in America among the Chinese Americans. The video, " A Glimpse of the Chinese New Year" is available from the Coordination Council for North American Affairs.

9.6 Students can learn to make jiǎozi.

Jiaozi

Ingredients: won ton wrappers
minced pork
chopped Chinese cabbage and/or chopped green onions
soy sauce
sugar
pepper
Chinese rice wine

Mix the pork and vegetables together in a big bowl. Season the mixture to taste.
Take a piece of the wonton wrapper and hold it flat on one palm. Put a spoonful of the meat and vegetable mixture in the center. Fold the wrapper in half, then bring the two ends together and pinch together. (This is a simplified way to make a *jiaozi* - a lot easier and a lot faster!)

Put the finshed *jiaozi* in boiling water for about 5-8 minutes. The *jiaozi* are cooked when they float to the top. Drain and serve with shredded ginger and vinegar, or a little soy sauce.

This activity can also incorporate TPR, where the students learn verbs like wrap, fold, boil, pick up etc., performing the actions as they say the verbs.

The students can practice eating the jiaozi with chopsticks, and as they get better, you can even hold a competition to see who can pick up the most peanuts in a given amount of time. The winner gets a nice pair of laquered chopsticks as a present.

You can also introduce tea drinking to the students. This can be as simple as making some Chinese tea for the class to drink, or you can plan a tea ceremony for the students. Tea is drunk in great quantities by the Chinese, and no sugar or milk is added!

If time permits, share with the students other customs related to the Lunar New Year. For example, how the Chinese

avoid sweeping the floor during the New Year period as they are afraid it will sweep away good fortune; how it is considered bad luck if you break things during the New Year. Explain why certain foods are eaten during this period, for example, *nian gao* because it symbolizes nian nian gao (to grow taller and rise higher [in status] each year)

9.7 Teach students simple Lunar New Year songs that they can perform and enjoy. You can distribute *hong baos* filled with chocolate coins to the class and explain that only the adult married couples usually give out *hong baos* during the New Year..

9.8 Other activities you can incorporate into this unit : making fire crackers and lanterns out of the red envelopes, making decorations from tissue paper (*la hua*)

Outcome: Students will recognize customs, foods and items associated with the celebration of the Lunar New Year, and participate in some aspects of the celebration by making a festival food.

RAISIN NIÁN GĀO

Ingredients: 1 lb. of glutinous rice flour (available at any oriental store)

1 cup of light brown sugar

1/2 to 1 cup of raisins

2 cups of water

one 8" x 8" microwavable baking pan

1 teaspoon of vegetable oil or margarine

Directions:

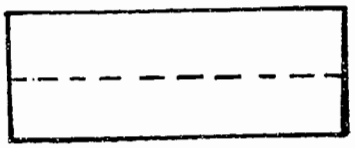
1. Melt the sugar with 1 cup of water.
2. Pour the rice flour into a big bowl and add in the sugar-water.
3. Blend the mixture. While you are blending it, add the other cup of water slowly. Blend it very well.
4. Add raisins in and stir.
5. Pour the mixture into the greased baking pan.
6. Microwave it on High (7ØØW) using a rotating plate for 15 minutes.
7. Take it out and let cool.

BEST COPY AVAILABLE

LĀ HUĀ

1. Give each student one piece of tissue paper (various colors) and a pair of scissors.

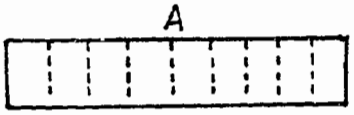
2. Fold in half (lengthwise).



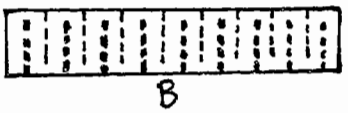
3. With center facing you fold in half again. (Fold away from you.)

4. Fold in half again.

5. Have students make a series of cuts a quarter of an inch (1/4") apart all the way down one side (side A). The cut should go almost to the edge but not through it.



6. Turn the paper around and make cuts along the other side (side B) in between each of the cuts of side A. Again the cuts should go almost to the edge.



7. Unfold the tissue paper and gently pull.

8. Hang around the room.

Extension:

-- lantern

-- pineapple

9.7 Some Lunar New Year songs to learn

恭喜 song: "GŌNG XǏ" (HAPPY NEW YEAR)
gōng xǐ

每條大街小巷,
měi tiáo dà jiē xiǎo xiàng

每個人的嘴里,
měi ge rén de zuǐ lǐ

見面第一句話,
jiàn miàn dì yí jù huà

就是恭喜恭喜.
jiù shì gōng xǐ gōng xǐ

恭喜, 恭喜, 恭喜, 你呀!
gōng xǐ gōng xǐ gōng xǐ nǐ ya

恭喜, 恭喜, 恭喜你!
gōng xǐ gōng xǐ gōng xǐ nǐ

吃蛋糕 VERSE: EATING A BIRTHDAY CAKE
chī dàngāo

過生日, 吃蛋糕, 吃吃蛋糕年年高.
guòshēngrì chī dàngāo chī chī dàngāo nián nián gāo

song: HAPPY BIRTHDAY

生日快樂
Shēng rì kuài Lè

祝你生日快樂,
zhù nǐ shēng rì kuài Lè

祝你生日快樂,
zhù nǐ shēng rì kuài Lè

祝你生日快樂,
zhù nǐ shēng rì kuài Lè

祝你永遠快樂.
zhù nǐ yǒng yuǎn kuài Lè

song: MR. WANG HAD A LAND.
tune: OLD McDONALD HAD A FARM

王老先生有塊地
Wáng lǎo xiān shēng yǒu kuài dì

王老先生有塊地, 咿呀咿呀喲!
Wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya yōu

這塊地上養只牛, 咿呀咿呀喲!
zhè kuài dì shàng yǎng zhī niú yī ya yī ya yōu

哞哞哞, 哞哞哞, 哞哞哞哞哞哞哞.
mū mu mú mǔ mu mù mū mu mu mu mu mu mu

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī yā yī ya yōu

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya yōu

這塊地上養只羊, 咿呀咿呀喲!
zhè kuài dì shàng yǎng zhī yáng yī ya yī ya yōu

咩咩咩, 咩咩咩, 咩咩咩咩咩咩咩.
mē me me me me me me me me me me me me

王老先生有塊地, 咿呀咿呀喲!
Wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya yōu

王老先生有塊地, 咿呀咿呀喲!
aáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

這塊地上養小狗, 咿呀咿呀喲!
zhè kuài dì shàng yǎng xiǎo gǒu yī ya yi ya you

汪汪汪, 汪汪汪, 汪汪汪汪汪汪汪.
wāng wang wang wang wang wang wang wang wang wang wang wang

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

這塊地上養小貓, 咿呀咿呀喲!
zhè kuài dì shàng yǎng xiǎo māo yī ya yī ya you

喵喵喵, 喵喵喵, 喵喵喵喵喵喵喵.
Miāo miao miao miao miao miao miao miao miao miao

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

這塊地上養小雞, 咿呀咿呀喲!
zhè kuài dì shàng yǎng xiǎo jī yī ya yī ya you

雞雞雞, 雞雞雞, 雞雞雞雞雞雞雞.
jī ji ji ji ji ji ji ji ji ji ji ji ji

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī ya yi ya you

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī ya yi ya you

汪汪汪，汪汪汪，汪汪汪汪汪汪汪汪.
wāng wang wang wang wang wang wang wang wang wang wang wang

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

這塊地上養小貓，咿呀咿呀喲！
zhè kuài dì shàng yǎng xiǎo māo yī ya yī ya you

喵喵喵，喵喵喵，喵喵喵喵喵喵喵喵.
Miāo miao miao miao miao miao miao miao miao miao miao

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

這塊地上養小雞，咿呀咿呀喲！
zhè kuài dì shàng yǎng xiǎo jī yī ya yī ya you

雞雞雞，雞雞雞，雞雞雞雞雞雞雞雞.
jī jī jī jī jī jī jī jī jī jī jī jī jī

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yi ya you

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yi ya you

這塊地上養小鴨，咿呀咿呀喲！
zhè kuài dì shèng yǎng xiǎo yā yī ya yi ya you

呱呱呱，呱呱呱，呱呱呱呱呱呱呱呱.
guā gua gua gua gua gua gua gua gua gua gua gua

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yi ya you

UNIT 10 MY FAMILY

Objectives : Students learn the various terms of address for family members and also the importance of the family as a social unit in Chinese society. Students will also learn that such kinship ties have become less rigid as more and more Chinese set up nuclear families, but the concept of filial piety is still the basis for all family interaction. Students are made aware of a different value system (Confucian), where the interests of the State, followed by that of the family, are of more importance than that of the individual. Students will be able to compare and contrast this value system with that of America, which places great importance on individual freedom.

Materials: family photographs

10.1 Tell Us About Your Family

Invite students to bring family pictures to the class, or pictures of a TV or cartoon family.
Get them to tell the class about each other's family.

10.2 Teach the vocabulary. (Use flashcards if possible)

爸爸

bà ba (father)

妈妈

mā ma (mother)

奶奶

nǎi nai (grandmother)

爷爷

yé ye (grandfather)

姐 姐

jiě jie (older sister)

妹 妹

mèi mei (younger sister)

哥 哥

gē ge (older brother)

弟 弟

dì di (younger brother)

Phrases:

你 家 有 几 个 人

nǐ jiā yǒu jǐ ge (kou) rén?
How many of you are there in your family?

我 家 有 .... 个 人

Wǒ jiā yǒu .....ge (kou) rén. .....

dID yOU kNOW?

The influence of Confucianism on Chinese culture is nowhere as apparent as in its value system. In traditional Chinese society, the family always comes before the individual. The family in Chinese terms does not just include the immediate family - uncles, aunts, cousins and grandparents are all considered one family. Everybody lives under the same roof, and the patriarch or matriarch rules over the household. Nowadays it is more unusual to see the entire clan living in the same house, but family ties remain very important. The concept of filial piety holds the clan together. Traditionally, parents expect to live with their children even after the children are married and have their own families. Again this is becoming less and less the case, as children move to other cities or countries, and houses become smaller, and the younger Chinese prefer more independence. Discuss the various possible reasons for nuclear family

units, as opposed to the traditional three or four generation ones. Discuss the advantages and disadvantages of either.

Get the students to imagine what possible problems there might be living in a large family, and what possible advantages. You might want to point out that in a lot of Chinese families, grandparents take care of the children when the parents work, and dinner is prepared when the working adults come home from work, and the children from school. On the other hand, sometimes there is little privacy or breathing space with so many people living under the same roof. Ask the children how it would feel like to share their rooms not only with siblings, but with grandparents sometimes as well.

In Western cultures, is filial piety very important? A Chinese person's moral character is often judged by how "filial" he or she is to his or her parents. Is there an equivalent emphasis in Western cultures? Discuss what the expectations are of American children when they grow up. Chinese children are brought up knowing that they will have to support their parents financially when they start working, regardless of whether or not they live with their parents. They would send money to their parents regularly. Parents also have responsibilities, supporting the children through school and college financially. How is this different in America?

10.3 Ancestor Worship

The Chinese also place great importance in honoring their ancestors. Many Chinese families have ancestral altars set up at home, where they offer incense and flowers and food to their dead kin. To neglect or forget their ancestors is to be unfilial. (It may be interesting to note that after 1949, the Chinese on the Mainland were strongly discouraged from such "superstitious worship" , and transfer loyalty to the Communist party instead. The Cultural Revolution served to effectively eradicate all religious and ancestral worship; it is only in recent years that people are openly engaging in such activities once again. In Hong Kong, Taiwan and Singapore however, the Chinese have followed the tradition of honoring their ancesters to the present day.)

One of the most important festivals to commemorate the dead is the *Qing Ming Festival*. *Qing Ming Festival*, or tomb sweeping day, is an ancient festival which usually takes place around the second week of April. On this day, families visit cemeteries and clear up the tombs and gravesites of their dead kin. Fresh flowers, food, tea and wine are offered before the graves and incense and paper money are burnt. The practice of tomb sweeping began in the Tang dynasty in AD 618 and is practiced even today.

Nowadays it is more unusual to find ancestral altars in the homes of the younger Chinese. Most however, still pay their respects to their dead relations during *Qing Ming Festival*. Some Chinese have given up ancestral worship because of their conversion to Christianity.

You may like to mention that Memorial Day in America is also a time for Americans to remember their loved ones who are no longer with them.

10.4 Chinese Halloween?

Another festival that the Chinese celebrate to commemorate the dead is the *Festival of Hungry Ghosts*, or *Zhōng Yuán Zié*. This Festival takes place during the seventh lunar month, usually in late July or August . It is believed that on the fifteenth day of the seventh lunar month, the gates of Hell open and the ghosts return to the living world to feast for a month. People burn incense, paper money and offer food to appease the roaming spirits. Stages are built along streets and Chinese opera and sometimes pop music is performed to entertain the spirits. Unlike the *Qing Ming Festival* which honors one's family dead, the *Festival of Hungry Ghosts* is celebrated to appease the hungry roaming ghosts of strangers and those uncared for dead. The Chinese consider the seventh lunar month to be exceedingly inauspicious, so much so that no festivities such as weddings take place in that particular month, and people avoid going swimming lest they be pulled under the water by spirits who had themselves died tragic deaths by drowning. This is a Chinese version of Halloween in its ritual celebration of ghosts and spirits.

gui

10.5 Family Tree

Encourage your students to draw their own family tree, writing down each family member's relationship to the student in Chinese.

10.6
Students pair up and find out about each other's family. They then report to the class their findings. Alternatively, arrange a scavenger hunt. Students are given a list of 'family members' to locate: for example, find someone in class who has an older sister; find someone in class who has an aunt who is his/her mother's older sister..... . These activities will get the students to focus on the vocabulary learned and use their newly acquired knowledge in a practical and communicative manner. (In order to arrange the scavenger hunt, you have to know beforehand the family members in the students' families.)

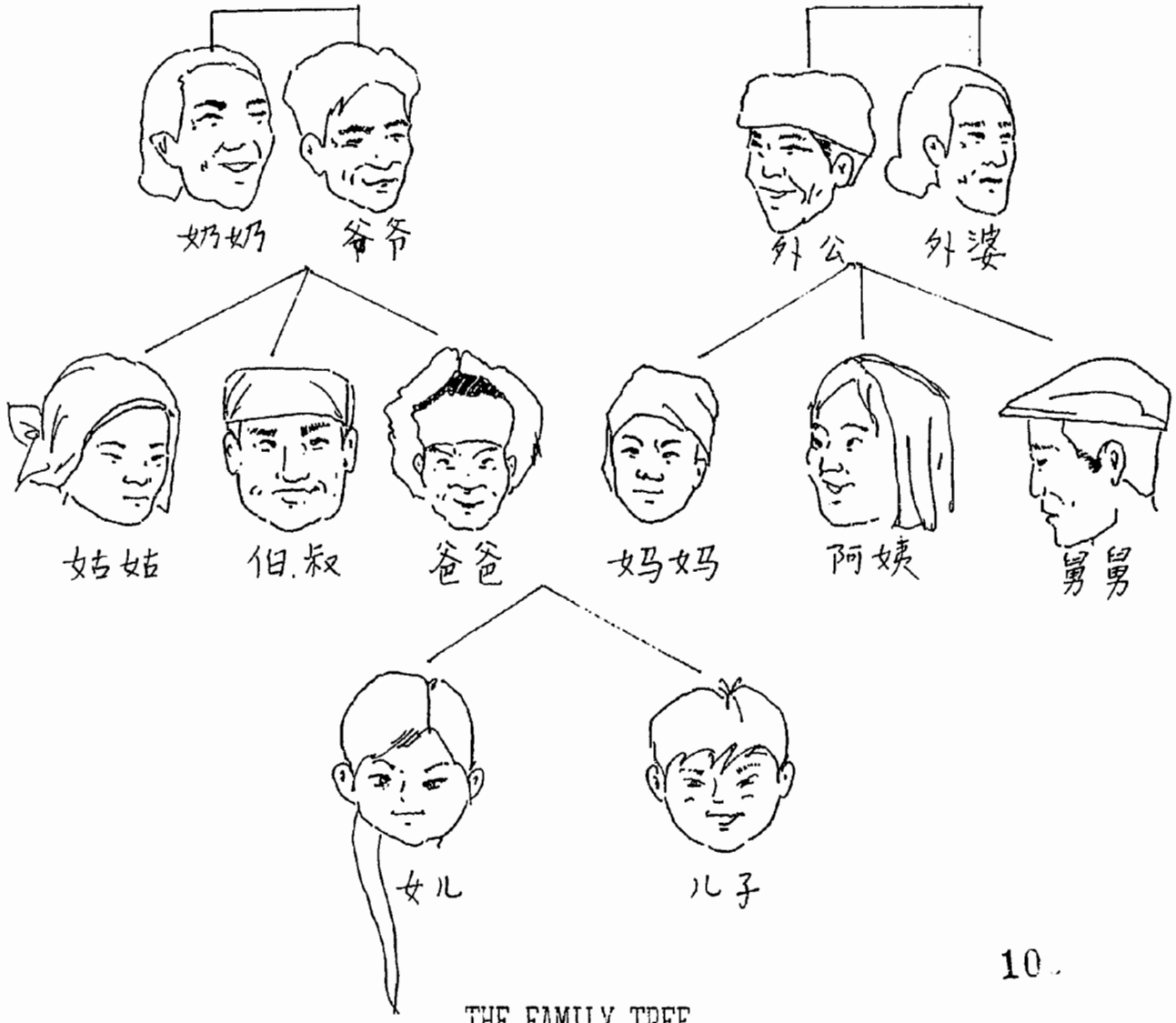
You can also teach students how to ask questions like :
你 有 ..... 吗
Nǐ yǒu ..... ma?
(Do you have .....?)
你 有 几 个 兄 弟 姐 妹
Nǐ yǒu jǐ ge xiōng dì jiě mèi?
(How many brothers and sisters do you have?)

我 有 一 个 姐 姐 两 个 妹 妹

Wǒ yǒu yí ge jiě jie, liǎng ge mèi mei. (Note: make sure you expalain when to use liǎng instead of èr)

You can teach the song *Bá Luó Bo (Pulling the carrot)* to the students, and even make a paper-cut of a carrot to add to their scrapbook. Charades also reinforce this vocabulary.

Outcome: Students learn the Chinese terms for their family members, as well as about the importance of family ties in Chinese culture. They will be able to give information about their family in Mandarin.



THE FAMILY TREE

song: BRIDGE TO GRANDMA'S

外婆橋
wài pó qiáo

搖啊搖, 搖啊搖, 船儿搖到外婆橋.
yáo a yáo yáo a yáo chuán er yáo dào wài pó qiáo

外婆好, 外婆好, 外婆對我嘻嘻笑.
wài pó hǎo wài pó hǎo wài pó duì wǒ xī xī xiào

搖啊搖, 搖啊搖, 船儿搖到外婆橋.
yáo a yáo yáo a yáo chuán er yáo dào wài pó qiáo

外婆說, 好寶寶, 外婆給我一塊糕.
wài pó shuō hǎo bǎo bao wài pó gěi wǒ yí kuài gāo

song: HI HO, PULL THE CARROT

拔蘿卜
bá luó bo

拔蘿卜, 拔蘿卜, 嘿唷嘿唷拔蘿卜.
bá luó bo bá luó bo hēi yo hēi yo bá luó bo

嘿唷嘿唷拔不動!
hēi yo hēi yo bá bú dòng

老太婆, 快快來, 快來幫我們拔蘿卜.
lǎo tài pó kuài kuài lái kuài lái bāng wǒ men bá luó bo

拔蘿卜, 拔蘿卜, 嘿唷嘿唷拔蘿卜.
bá luó bo bá luó bo hēi yo hēi yo bá luó bo

嘿唷嘿唷拔不動!
hēi yo hēi yo bá bú dòng

小姑娘, 快快來, 快來幫我們拔蘿卜.
xiǎo gū niáng kuài kuài lái kuài lái bāng wǒ men bá luó bo

拔蘿卜, 拔蘿卜, 嘿唷嘿唷拔蘿卜.
bá luó bo bá luó bo hēi yo hēi yo bá luó bo

嘿唷嘿唷拔不動!
hēi yo hēi yo bá bú dòng

小花貓, 快快來, 快來幫我們拔蘿卜.
xiǎo huā māo kuài kuài lái kuài lái bāng wǒ men bá luó bo

拔蘿卜, 拔蘿卜, 嘿唷嘿唷拔蘿卜.
bá luó bo bá luó bo hēi yo hēi yo bá luó bo

BEST COPY AVAILABLE

嘿唷嘿唷拔不動!
hēi yō hēi yō bá bú dòng

小黃狗, 快快來, 快來幫我們拔蘿卜.
xiǎo huáng gǒu kuài kuài lái kuài lái bāng wǒ men bá luó bo

UNIT 11 MY FRIENDS AND I

Objectives : Students learn to provide information about their friends and about themselves on their likes and dislikes.

Materials : Pictures of various leisure activities, photographs of Chinese children playing games.

Vocabulary : reading, playing, puzzles, computer games, watching TV, listening to the radio, hiking, camping, going for picnics, fishing, tennis, football, baseball, badminton...

Phrases learned:

I like verb+ing , 我喜欢.... I do not like verb+ing. 我不喜欢...

I often ..... 我通常... I seldom.....; 我不常...

I like ..... the most. 我最喜欢....

11.1 What Do You Like Doing In Your Sparetime?

Invite the students to tell you what they do in their sparetime
This exercise serves to focus the students' attention on their own extra-curricular activities.

11.2 How to ask about someone's interest in Mandarin.

Teach the vocabulary required for this exercise. You can mime the action, draw on pieces of paper, or use pictures. Once the students are familiar with the vocabulary, you can teach them the phrases which will enable them to elicit responses from each other. Think of as many activities as you can do to get them to repeat the sentence structure. Repetition is important to beginners so that they will get the feel and flow of the target language.

Q: 你 喜 不 喜 欢

Nǐ xǐ bù xǐ huān .....
(Do you like .....)

A:

(我) 喜欢.
(Wo) Xǐ huān
(Yes, I do)

(我) 不 喜 欢
or (Wǒ) bù xǐ huān
(No, I don't)

Useful vocabulary:

Kàn shū	Wán diàn nǎo yóu xì	Kàn diàn shì
(reading)	(playing computer games)	(watching T.V.)
看 书	玩 电 脑 游 戏	看 电 视

Tī zú qiú	diào yú	yóu yǒng
(soccer)	(fishing)	(swimming)
踢 足 球	钓 鱼	游 泳

Extension activity: You can review family relationships by asking the students if their family enjoy certain activities, eg. Nǐ gē ge xǐ bù xǐ huān .....?

你哥哥喜不喜欢 .... ?

11.3 Charting Your Likes and Dislikes

Have the students brainstorm, and decide on a list of about ten hobbies, sports and other extracurricular activities that they enjoy participating in. Make enough copies of the list for each student. Pair the students. Student A is to ask student B whether he or she enjoys a certain activity and vice versa.

Ask the students about their findings. The students are to provide only their partner's information. You can collate the answers from the class, and get them to work out a graph or chart to show how many students enjoy each activity.

11.4 Some Games That Chinese Children Play

Introduce traditional games like checkers, Chinese chess, jump rope, throwing sandbags, shuttlecock and table tennis to the students. Plan activities like the making of shuttlecocks, jump-ropes and sandbags, so that the students can have the added satisfaction of creating their own 'games'. There are books on traditional Chinese games that will teach you how to play several of the games mentioned above. See instructions on how to make and play these games.

11.5 Paper Cutting (jiǎn zhǐ)

Chinese paper cutting has been practiced for at least 15 centuries.Traditional Chinese paper cutting is a folk art passed down from generation to generation. Paper cuttings served many purposes: as decorations for windows (called window flowers, chuāng huā), and for interior and exterior decorations. Paper cuttings were also used as patterns for embroidery, porcelain decoration and for the dying of materials.

Chinese paper cuttings are often based on patterns centuries old, and cut with scissors or a paper knife, Some of the more popular symbols are fish, flowers, lanterns, dragons, birds and images drawn from famous folk tales. One of the many popular patterns in paper cutting is that of a carp, symbolizing good fortune. Paper cut-outs of carp are very popular during the Lunar New Year.

In the old days part of a young girl's training included paper cutting and a girl had better prospects of marriage if she was skillful at creating beautiful paper cuttings. This is now no longer the case, and paper cutting has become a popular folk art that many Chinese enjoy.

Introduce students to Chinese knot tying. Teach them to make simple things like a belt or necklace or a wall hanging.

11.8 Chinese Calligraphy, Painting and Music

You can also devote time to introducing the students to other traditional arts such as calligraphy, brush painting and Chinese music. The emphasis is on hands-on experience for the students. Get them to practice their Chinese characters using brush and ink; let them learn how to paint bamboo for a start; let them touch some Chinese musical instruments and perhaps learn how to play on them; let them listen to Chinese folk music and classical music.

The most important thing here is to make the hands-on experience interesting for the students and to stimulate their curiosity.

If you do not have the expertise to instruct the students in these subjects, by all means find someone in the community who can. Make it a learning experience for the students by encouraging them to ask questions. (Instructions for making scrolls is included in the appendix) The video, "Ma Is The Chinese Word for Horse" could be shown.

Outcomes: Students can provide information about their friends and about themselves on their likes and dislikes. They will know that paper is invented by the Chinese, and participate in some activities that many Chinese enjoy.

CONCENTRATION

-- Copy blackline pictures of activitas onto dark colored xerox paper

-- Give each student a set.

-- Students pair up and put all the cards face down.

-- Students take turns flipping 2 cards saying each name after they've flipped the cards.

-- If 2 cards match and student says the word correctly s/he takes the pair.

BINGO

-- Use blackline activity pictures to make bingo sheets for activities.

BALL TOSS

-- see unit

CARD GAME

--Divide students into groups of 5 or 6 sitting in a circle.

-- Assign each student a word from the vocabulary list. (ex. tennis)

-- Give each group a deck of cards.

-- Pass all the cards out.

-- Cards should be face down in a pile in front of the player.

-- Players take turns flipping a card in front of their pile.

--If a player flips a card that matches a card someone else has flipped, s/he must say her/his own vocabulary word (ex. soccer) BEFORE s/he says the other player's vocabulary word (ex. tennis).

CHINESE "JACKS"

1. How to make the "jacks":

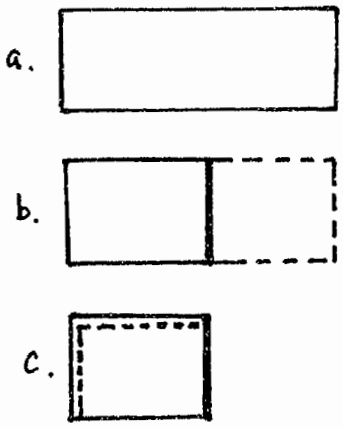
   a. 5 pieces of 2" by 4" cloth

   b. fold each piece in half

   c. sew 2 sides to make it like a bag

   d. fill the bag with rice or beans

   e. sew the last side



2. How to play:

   Take all 5 bags in one hand. Throw them on a flat surface so that all the bags are spread out. (see illustration)

   Step 1. Pick one bag up. Toss this up in the air and pick each of the remaining bags up in turn as you catch the first bag as it comes down each time. Repeat this till all the bags are picked up. (see illustration)

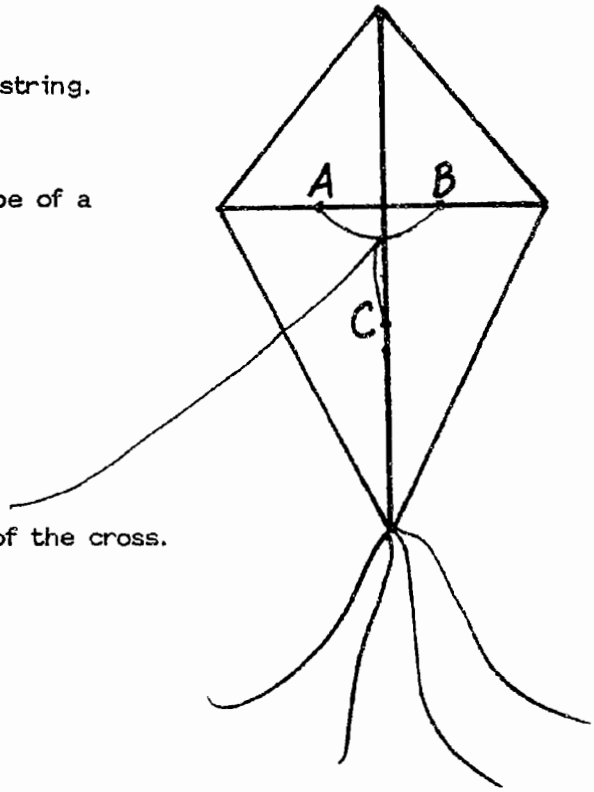
   Step 2. Repeat the first step but this time pick up 2 bags at a time.

   Step 3. Repeat the first step but this time pick up 3 bags at a time.

   Step 4. Repeat the first step but this time pick up the remaining 4 bags at a time.

FLYING A KITE

1. Prepare 2 one-eighth inch bamboo sticks.
2. Make a cross and bind them together with a string.
3. Cut out a sheet of tissue-thin paper the shape of a diamond large enough to fit the frame.
4. Glue the diamond to the cross.
5. Attach a string about 1 1/2 times the width of the cross.
6. Attach a tail to the kite for added stability.
7. Tie a ball of string to the kite.



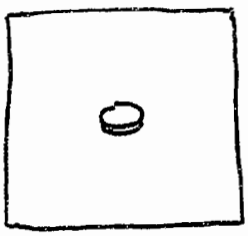
SHUTTLE COCK

1. HOW TO MAKE A SHUTTLE COCK:

Materials: 2 quarters, 1 napkin, 1 rubberband

Put 2 quarters in the center of the napkin and wrap. Then use the rubberband to bind it up just above the quarters.

(see illustration)



2. HOW TO PLAY:

Throw the shuttle cock in the air. Use the side of the right foot to kick it up in the air as many times as possible. The idea is to keep it in the air.

PLAY A BOWLING GAME

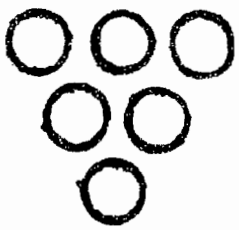
materials: 6 empty cans of coke, 6 pieces of paper, 1 ball, some scotch tape

Instructions:

1. Write the Chinese characters or the pin-yin for six words, one word on each of the six pieces of paper.

2. Tape one piece of paper onto each coke can.

3. Arrange the cans like bowling pins. (see illustration)



4. Divide students into two (2) teams.

5. Students take turns throwing the ball to knock down the pins.

6. Students use the words affixed to the cans they knock down to make sentences.

7. For each sentence the students make, they receive one point.

Show samples of paper-cutting to the students. Let them feel the texture and see the variety of patterns. Perhaps some of the cuttings have special motifs that you might like to explain to your students.

The **dID yOU kNOW?** section introduces the invention of paper to the students. It may come as a surprise to students that paper was invented by the Chinese. Encourage them to read about other Chinese inventions. Samples and patterns for paper cutting are in the appendix.

11.6

Students learn to make paper cuttings.

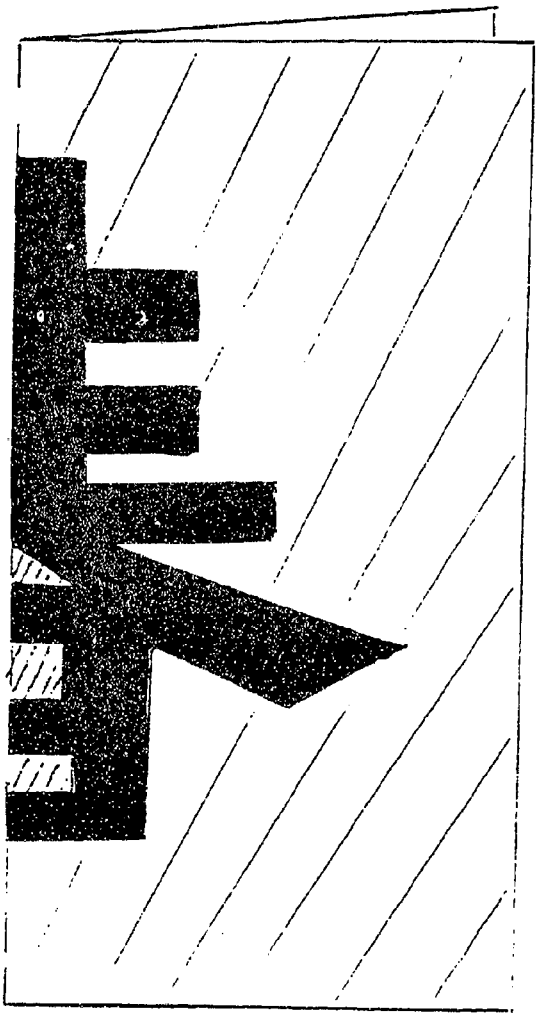
Materials required : Colored paper, preferably red. Scissors. A stencil for the character chun (Spring).

'The art of paper making was invented by the Chinese. What are the other things that the Chinese invented?'

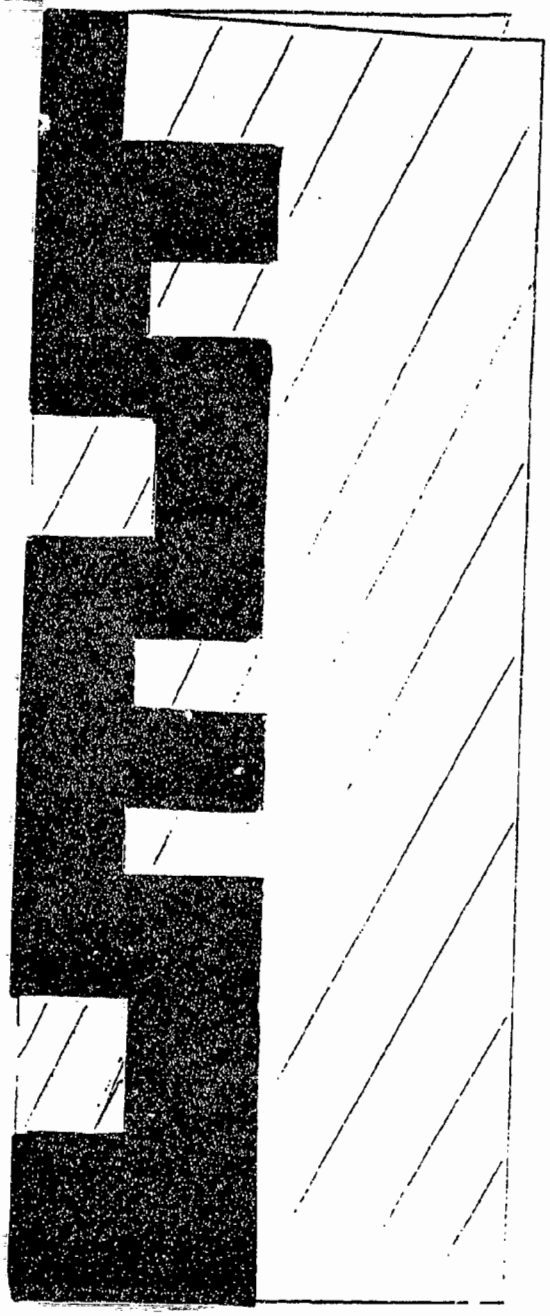
(This can be done as a project, or you can set the exercise for each group of students to read up and report on an invention or discovery. Projects can be on the discovery of silk, the invention of gun powder, the compass or block printing for example.)

11.7 Chinese Knots

The art of knot tying probably began very early on , when clothes were held together with belts and sashes. Accessories such as pieces of jade, pipes, purses, even brushes, were kept on a person's body by attaching them on colored threads which were knotted to form intricate patterns. Chinese knot tying remains very popular, and like macrame, can be used to make anything from belts, necklaces to wall hangings.



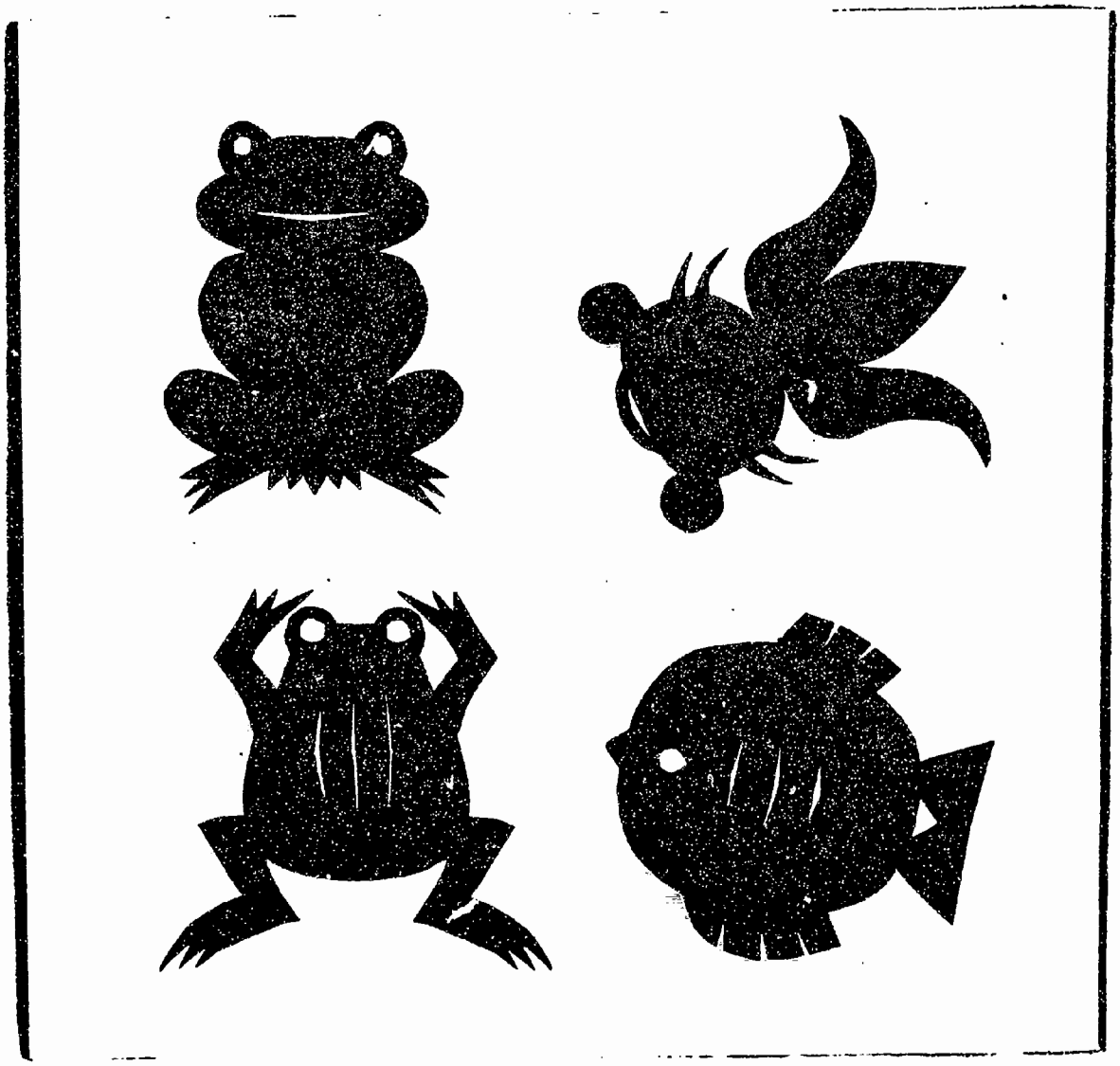
1. use red square paper, fold into half.
2. Cut out all the shaded area.



1. use red construction paper.

2. fold into half twice. (length-wise)

3. Cut out all the shaded area.



SCROLLS

1. Have each student choose an idiom. (Chinese Idioms by Tan Huay Peng)
2. Memorize the meaning and the pronunciation.
3. Practice writing the characters.
4. Practice writing the characters with a calligraphy brush.
5. Give each student:
   -- two 12 inch dowels
   -- one strip of wallpaper 12 inches in width (length of paper determined by length of idiom)
   -- butcher paper 8 inches in width
   -- one piece of string 16 inches in length
6. Have students paint the idiom on the butcher paper. [You can fold the paper into the desired number of boxes (one box per character) or use a ruler and pencil.]
7. Let dry.
8. Make 2 holes at the top of the wallpaper for the string. (approximately one inch from the top)
9. Tie string around the dowel at 4 inches and 8 inches. Insert string through the holes and tie the two ends together.

10. Use glue to paste wallpaper around the dowels, one at the top, one at the bottom.
11. Use glue to paste calligraphy onto the wallpaper.

T-SHIRT PAINTING

1. Each student should choose a Chinese idiom.
   (Chinese Idioms by Tan Huay Peng)

2. Memorize the meaning and how to pronounce it.

3. Practice writing the characters. (They must be centered
   properly in the box.)

4. Have students bring in a t-shirt (any color, any condition).

5. Use masking tape to make one box for each character in the idiom. Have students use a ruler so boxes are all the same size and centered on the t-shirt.

6. Have student write characters on the t-shirt with chalk.

7. Have students use fabric paint to trace over the characters.

8. Let students decorate the t-shirt.

9. Let t-shirt dry over night.

Song: MAKING A FRIEND

找朋友 zhǎo péng yǒu

找呀找呀找呀找.
zhǎo ya zhǎo ya zhǎo ya zhǎo

找到一個朋友.
zhǎo dào yí ge péng yǒu

敬個禮呀鞠個躬.
jìng ge lǐ ya jū ge gōng

笑嘻嘻呀握握手.
xiào xī xi ya wò wo shǒu

大家一起唱歌.
dà jia yì qǐ chàng gē

大家一起跳舞.
dà jia yì qǐ tiào wǔ

Unit 12 WHERE ARE MY BOOKS ?

Part I In the Home

Objectives : students learn the vocabulary for various rooms of the house, and for items of furniture. Students also learn prepositions and how to ask for the location or position of objects and people. In this unit, students are also introduced to some homes of the Chinese in PRC, in Taiwan, Singapore and Hong Kong. They will learn that in densely populated Chinese cities, families often have to share a small apartment. It is not unusual to have the children sleeping in the same room as their parents, and that they have to use communal bathrooms and toilets and often share running water with other neighbors.

12.1 In the Home

Introduce Chinese terms for living room, kitchen, bathroom and bedroom to the students, and any other terms necessary for the students to complete the exercise. You may for example, have to teach them the words for upstairs and downstairs. Encourage them to label the different rooms of the house, and get the students to introduce the layout to the class in the target language.

Phrases such as

这 是 我 的 家

Zhè shì wǒ de jiā

This is my home.

这 是 客 厅 卧 室 厨 房

Zhè shì kè tīng / wò shì / chú fáng etc

This is the living room/bedroom/kitchen etc

12.2

Ask students to imagine or picture what it would be like to live in a crowded city like Hong Kong, Taipei or Shanghai. Do they think that most Chinese children live in houses or apartments? Which type of material are these houses built of?

How many of the students have their own room? Do they think that Chinese children have their own bedrooms?

What do their kitchens or bathrooms look like?

Introduce photos of the homes of some Chinese children, from Mainland China, Hong Kong, Taiwan, Singapore or Malaysia, emphasising the differences from area to area, country to country. Some houses in China are constructed with the geographical area as well as availability of building materials in mind, and are of architectural interest.

Activity I : Students can be assigned to read about the different types of housing in China, from city apartments to the traditional northern Chinese homes with the *kàng* (heated brick beds), to *yurts* used by the nomadic minority tribes, to cave dwellings in the arid northwest, where caves are dug out of rock faces and turned into homes.

This activity can be expanded into a discussion about how geographical features and raw materials available can determine the location and types of housing.

Vocabulary: sitting room, bedroom, bathroom, study, kitchen, garden, on, behind, on top of , above, next to, under.....

Part II At School

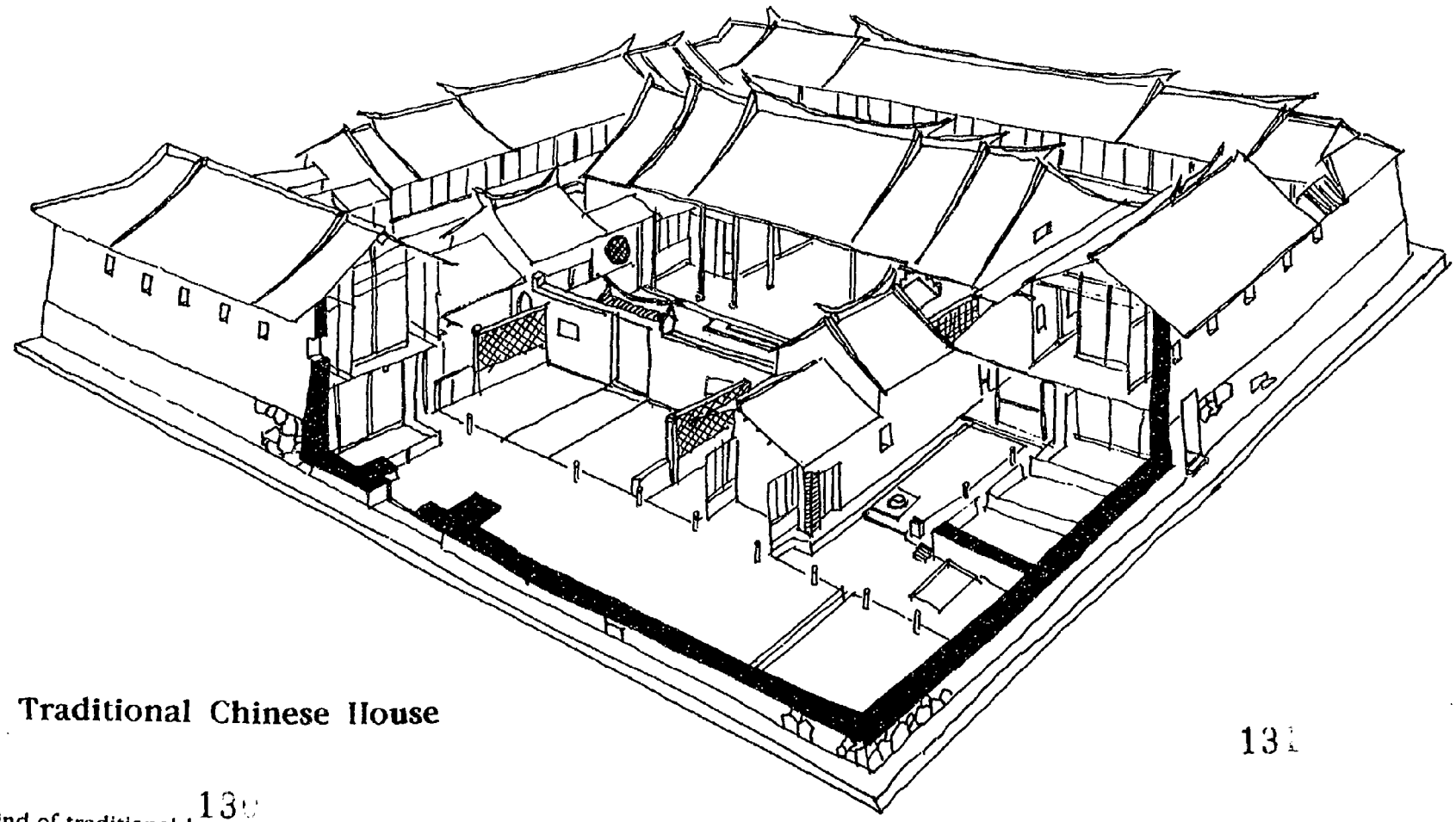
Objectives: Students will be taught the vocabulary for everyday objects in the school environment. They will learn the sentence structure "Where is/are ....." in conjunction with possessive pronouns. They will explore the differences and similarities between Chinese and American schools.

12.3 At School

it as a teaching tool. Let the students work on making a similar timetable for themselves, using the Chinese characters they have learned.

If there are Chinese children who have just recently joined the school, invite them to class to let them talk about school in their home country.

Outcomes: Students are able to talk about their school and home environments. They can ask for the whereabouts of people and objects, as well as supply the appropriate responses to such questions.



Traditional Chinese House

This kind of traditional house can still be seen in the countryside of Taiwan and China.

Vocabulary:

school	classroom	restrooms	principal
学校	教室	厕所	校长

auditorium cafeteria playing field / blackboard .....

Phrases :

在 那儿 呢

..... zài nǎ'er ? or ..... ne?

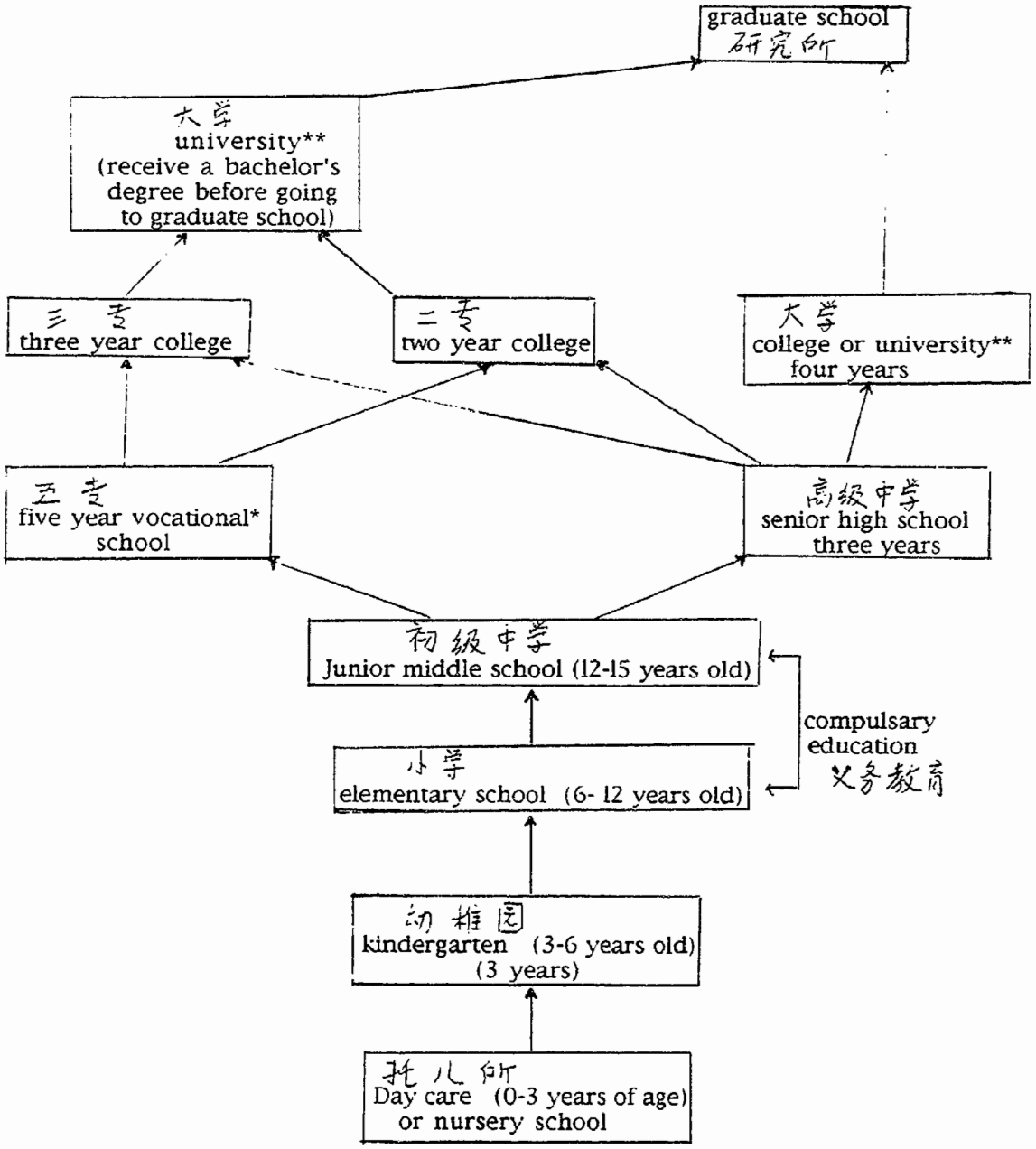
where is ....., where are..... ;

Activity: If a camcorder is available, students can introduce their school in Mandarin on video.

Students will learn that Chinese students study similar subjects in school: mathematics, geography, history. Most students also study English as a foreign language. Unlike American students however, Chinese students are not encouraged to speak up in class on the whole. They are expected to pay attention to the teacher and interaction between the students during lessons is minimal. Students learn not to be different. Individualism is regarded as rebelliousness, and not to be encouraged. Class size is larger than that of American schools: there are usually more then 40 students to a class.

You may want to teach them the Chinese words for the different subjects. You can also revise the phrases that students have learned to express their likes and dislikes by asking them which subjects they liked for example. Objects in the classroom can be used as teaching material. The students will learn vocabulary associated with the objects they see in class everyday. If possible, try to get hold of a school timetable from a Chinese elementary school, and use

The Chinese School System



* A 5-year vocational school graduate can start as a sophomore at a 4-year college.
** Most male graudates should serve the army for 2 years if they have ROTC duties.

Song: HAND IN HAND

手牽手
Shǒu qiān shǒu

小朋友, 手牽手, 大家高興上學校.
Xiǎo péng yǒu shǒu qiān shǒu dà jiā gāo xìng shàng xué xiào

小朋友, 眞可愛, 天眞活潑的學生.
Xiǎo péng yǒu zhēn kě ài tiān zhēn huó pō de xué shēng

大家來唱歌跳舞, 快樂地來上學.
dà jiā lái chàng gē tiào wǔ kuài lè de lái shàng xué

大家來相親相愛, 一同來遊戲.
dà jiā lái xiāng qin xiāng ài yì tóng lái yóu xì

小朋友, 手牽手, 大家高興上學校.
Xiǎo péng yǒu shǒu qiān shǒu dà jiā gāo xìng shàng xué xiào

小朋友, 眞可愛, 天眞活潑的學生.
xiǎo péng yǒu zhēn kě ài tiān zhēn huó pō de xué shēng

大家來唱歌跳舞, 快樂地來上學.
dà jiā lái chàng gē tiào wǔ kuài lè de lái shàng xué

大家來相親相愛, 一同來遊戲.
dà jiā lái xiang qin xiāng ài yì tóng lái yóu xì

song: SEARCHING FOR AN OBJECT
tune: TURKEY IN THE STRAW

找東西
zhǎo dōng xi

哎呀不得了，哎呀眞糟糕!
ài ya bù dé liǎo āi ya zhēng zāo gāo

我的.....不見了，快來幫我找.
wǒ di bú jiàn liǎo kuài lái bāng wǒ zhǎo

快來幫我找，我的.....怎麼不見了.
kuài lái bāng wǒ zhǎo wǒ di zěn me bú jiàn liǎo

Unit 13 COLORS OF THE RAINBOW

Objectives : Students learn the Chinese words for various colors; which colors are auspicious in Chinese culture, which aren't, what differenct colors mean to different cultures, etc. They also learn that colors which are considered good or auspicious in one culture may be considered the opposite in another culture.

13.1 How to say it in Mandarin

hóng	huáng	lán	lǜ
红	黄	蓝	绿
hēi	bái	zǐ	zōng
黑	白	紫	棕

Using a color chart or colored rods, introduce the Chinese words for the colors above. You may wish to introduce more vocabulary of your own. Practise orally with the students, pointing to each color and getting the students to name each color.

You may want to introduce an element of fun into this exercise by introducing a few interesting games:

Activity 1

Prepare a questionnaire for each student, getting them to go round the class to find out the color likes and dislikes of the classmates. At the end of this game, total up the number of students who like or dislike a particular color, and make a wall chart.

Activity 2

Play *Da Feng Chui*. This game is a Chinese version of musical chairs.

大 风 吹
eg. Dà fēng chūi.
The great wind blows

吹 什 么
Chūi shé me?
What does it blow?

吹 穿 红 色 衣 服 的 人.
Chūi chuān hóng sè yī fú de rén
It blows on those who wear red.

How to play:

Form a circle. Each student sits on a chair, facing inwards, so everybody can see each other. One student is 'it'. He or she stands inside the circle.
Once 'it' responds after the line "What does it blow?" , students wearing the color mentioned will have to stand up and quickly find a different seat. One person will be left without a seat as 'it' would have sat down as well.

In the **dID yOU kNOW ?** section, different cultural perceptions of colors are discussed. Ask the students why the combination of red, white and blue invokes feelings of patriotism in Americans. The Chinese like bright, bold colors like red, green, yellow and gold because they symbolize happiness, growth and wealth.

You may wish to review what the students have learned about the Chinese and Taiwanese flags in Unit 2.

Outcome: Students are able to pronounce the words for the different colors in the target language. They will know why certain colors are considered inauspicious by the Chinese, and why some are considered auspicious.

verse: RAINBOW

彩虹
cǎi hóng

雨過天青，一條彩帶.
yǔ guò tiān qīng yì tiáo cǎi dài

紅橙黃綠藍靛紫，美麗又可愛.
hóng chéng huáng lǜ lán diàn zǐ měi lì yòu kě ài

UNIT 14 MY NEW CLOTHES

Objective : Students learn the vocabulary for clothing; traditional Chinese dress is introduced.

Vocabulary :

shirt	blouse	trousers	jeans	skirt
襯衫	上衣	褲子	工作裝	裙

jacket	shoes	scarf	gloves	socks
夾克	鞋子	圍巾	手套	襪子

Ask students whether they have seen any traditional Chinese dress before. Allow the students to contribute. They may tell you about the clothes that thay have seen Asians wearing on TV, or about pictures or photos that they have seen.

Introduce the students to traditional Chinese dress through photographs, pictures or even videotapes. The *book 5000 years of Chinese Costumes* will be helpful here. Through the pictures, you can show them how Chinese dress has evolved, from Tang and Ming dynasty robes to cheongsams, also known as *qipao*, a Manchurian style dress introduced during the Qing dynasty.

On Mainland China, after the communist takeover, Maosuits became very popular. Women dressed like the men, and kept their hair short. The gray or dark blue 'uniforms' united everyone, and gave them an identity - as part of the new China. The breaking away from traditional dress also symbolizes their rejection of traditional, often feudal values. People were not encouraged to express their individuality, and this is nowhere as apparent as in the way they dressed.

Show the students pictures to illustrate the point. You may want to invite the students to give their opinions as to the merits or otherwise of conformity as well as individualism.

Over the last ten to fifteen years, this has changed and the trend has been for more and more Chinese to wear Western style clothes. Women are also keeping their hair in different styles. Some young men have even started to sport long hair, which would have been frowned upon ten years ago. Some older men and women still wear tradtional clothes however.

Try to show as many pictures as possible of Chinese men and women going about their daily lives to give the students an idea of what is worn in China in the past and today.

Teach the vocabulary for the various items of clothing.

Activity 1 : Get the students to describe the clothing that they are wearing. This is also a good revision exercise for the previous unit where they learned the terms for different colors.

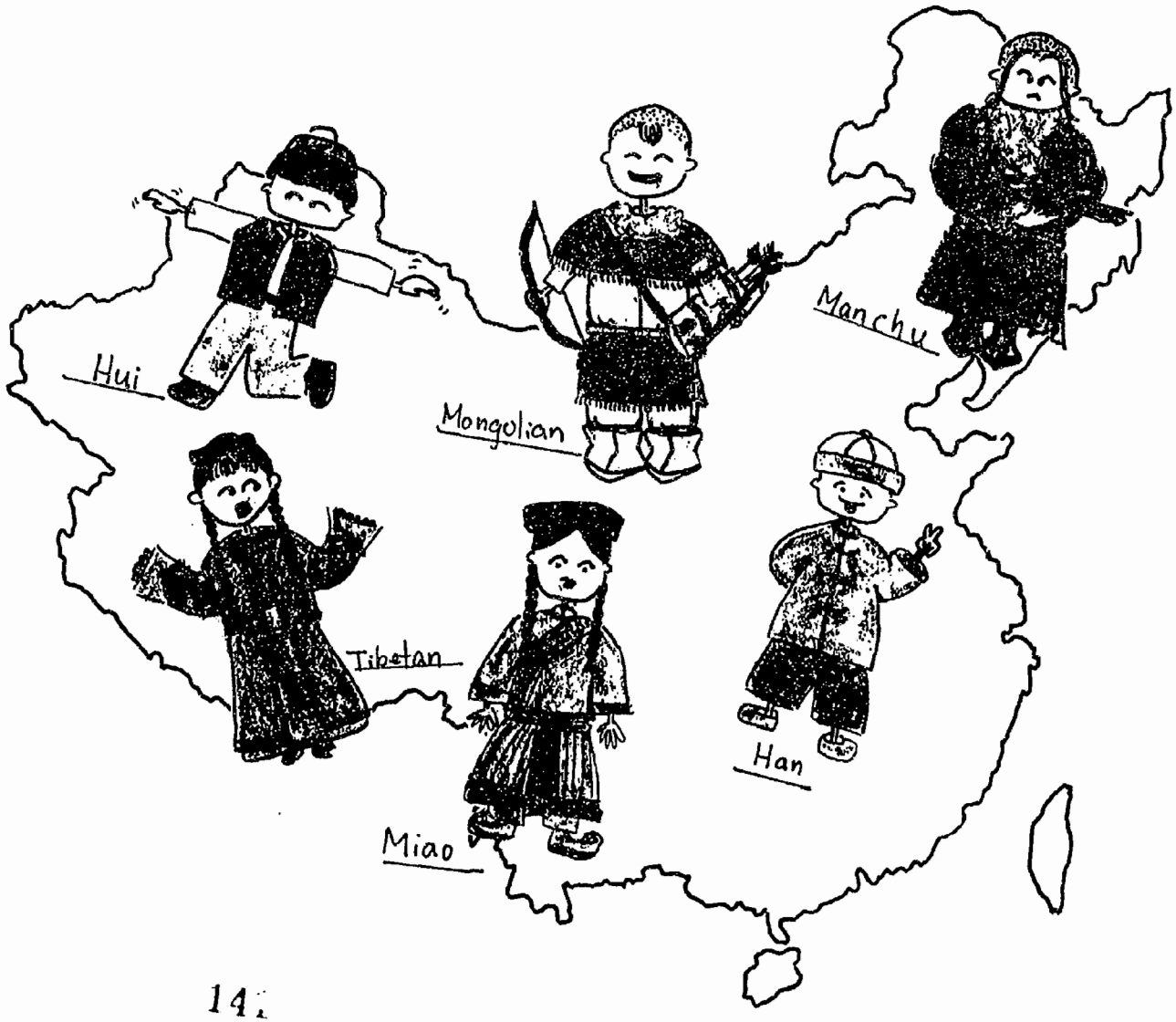
Activity 2 : Students can play *Da Feng Chui* again, or Blind Man's Bluff.

Activity 3 : Students can learn paper folding, using colored paper to make different items of clothing.

Activity 4: Get different items of clothing from garage sales or donations. Pile the clothes up in a box and students take turns to pick out an item of clothing that they want one of their classmates to wear. If the student picked cannot say what the item is in Mandarin, he or she will have to keep that item on. The class will have fun dressing the boys up in skirts and the girls up in boy's clothes.

Activity 5 : Try playing pictionary. Divide the class into two teams. Each teammate is to draw an item of clothing for the rest of the team to guess.

Outcome: Students will be able to name the items of clothing in the target language and be able to recognize traditional Chinese dress.



14

song: LITTLE WHITE RABBIT

小白兔
xiǎo bái tù

紅眼睛, 白皮襖, 小鬍像毛毫子, 後腳
長又大前腳

短又小, 走起路來一跳又一跳.

紅眼睛, 白皮襖, 小鬍像毛毫子, 後腳
長又大前腳

短又小, 走起路來一跳又一跳.

hóng yǎn jīng , bái pí ǎo , xiǎo hú zi xiàng máo háo zi
hò jiǎo cháng yòu dà , qián jiǎo duǎn yòu xiǎo
zǒ qǐ lù lái yí tiào yòu yí tiào

hóng yǎn jīng , bái pí ǎo , xiǎo hú zi xiàng máo háo zi
hò jiǎo cháng yòu dà , qián jiǎo duǎn yòu xiǎo
zǒ qǐ lù lái yí tiào yòu yí tiào.

song: BUTTERFLY

蝴蝶
hú dié

蝴蝶, 蝴蝶, 生得眞美麗.
hú díe hú díe Shēng de zhēn mě lì

頭戴著金絲身穿花花衣.
tóu dài zhi jīn sī shēn chuāng huā huā yī

你愛花兒花兒也愛你,
nǐ ài huā er huā er yě ài nǐ

你會跳舞它有甜蜜.
nǐ huì tiào wǔ tā yǒu tián mì

UNIT 15 I HAVE A COLD

Objectives: Students learn about major body parts and the vocabulary for common ailments.

Materials: Toy stethoscope, doctor's gown, other paraphenalia for role play.

Teach the students to say

我 不 舒 服. 我 ...
Wǒ bù shū fú. Wǒ .....
"I don't feel well, I have a ....."

Useful vocabulary:

头 疼	牙 疼	肚 子 疼
tóu téng	yá téng	dù zi téng
headache	toothache	stomachache

感 冒 了	发 烧
gǎn mào (le)	fā shāo
cold	fever

You may wish to teach the vocabulary through miming you can show them picture cards which depict the illnesses.

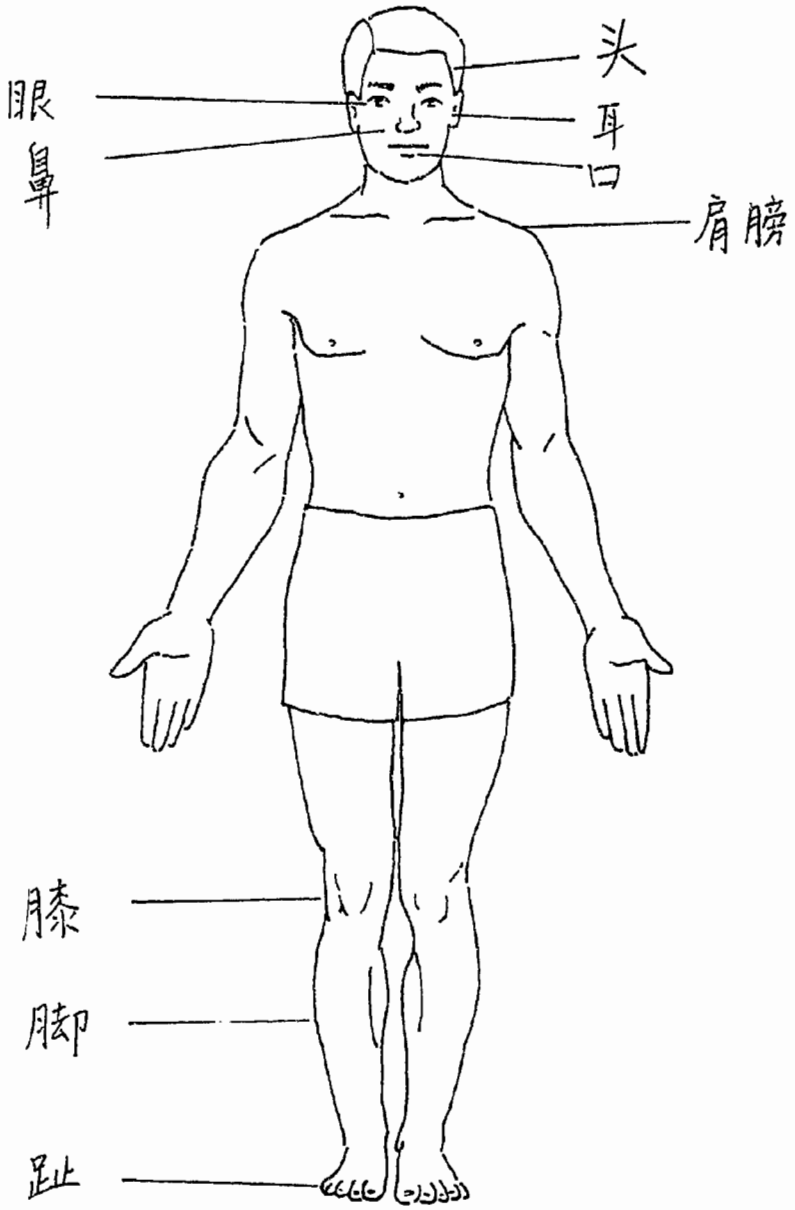
Students should practice the new phrases and vocabulary until they are confident. You can then set up role play situations for the students to participate. You might like to introduce the phrase 怎么了 zěn me le? (What's wrong?) so that the students can ask each other what their problems are.

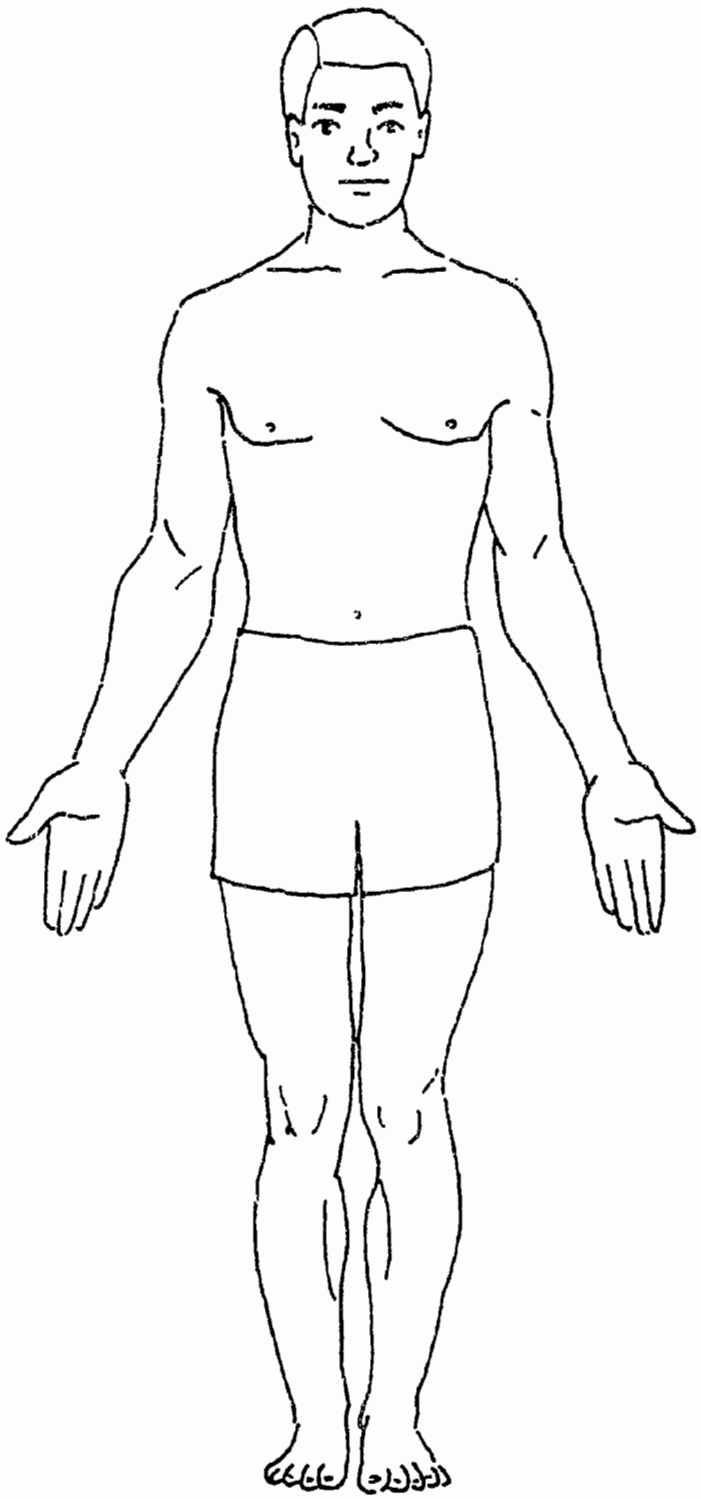
If time permits, tell the students a little bit about traditional Chinese medicine, involving herbal remedies and acupuncture. This could generate a discussion on the efficacy of such practices, and students can be encouraged to compare this to Western medicine.

Activity 1 : Students can play *Simon says*, pointing to the various body parts.

Outcome: Students should be able to say why they are not feeling well in the target language.

身　体





song: PARTS OF THE BODY

身體
shēng tǐ

頭儿, 肩膀, 膝, 腳, 趾,
tóu er jiān bǎng xī jiǎo zhǐ

膝, 腳, 趾,
xī jiǎo zhǐ

膝, 腳, 趾,
xī jiǎo zhǐ

頭儿, 肩膀, 膝, 腳, 趾,
tóu er jiān bǎng xī jiǎo zhǐ

眼, 耳, 鼻和口.
yǎn ěr bí hé kǒu

song: A FROG JUMPED INTO THE POND.

一只青蛙
yì zhī qīng wā

一只青蛙一張嘴, 兩只眼睛四條腿.
yì zhī qīng wā yì zhāng zuǐ liǎng zhī yǎn jīng sì tiáo tuǐ

扑通扑通跳下水.
pū tōng pū tōng tiào xià shuǐ

song: CLAP YOUR HANDS.

拍手
pāi shǒu

拍拍手, pipa pipa pipa.
pāi pāi shǒu

拍拍手, pipa pipa pipa.
pāi pāi shǒu

大家來拉成一個圓圈,
dà jiā lái lā chéng yí ge yuán quān

唱唱歌, la la la la la.
chàng chàng gē

拍拍手, 我們拍手遊戲,
pāi pāi shǒu wǒ men pāi shǒu yóu xì

來來來, 大家同來遊戲.
lái lái lái dà jiā tóng lái yóu xì

唱唱歌, la la la la la la,
chàng chàng gē

來來來, 大家來唱歌!
lái lái lái dà jiā lái chàng gē

FESTIVALS

The fifteenth day of the New Year is the Lantern Festival, which also marks the end of the New Year celebrations. Lanterns of all shapes and sizes are lined up along road and on processions. Prizes are awarded for the best lanterns. Riddles written on strips of peper are attached to lanterns and solving these lantern riddles has become part of the celebrations. Yuan Xiao, small round glutinous rice dumplings filled with a sweet filling of either peanuts or bean paste symbolise the full moon of the fifteenth day and family reunion. Nowadays we go to the town centre to look at the lantern procession, and my mother make Tang Yuan for us to eat.

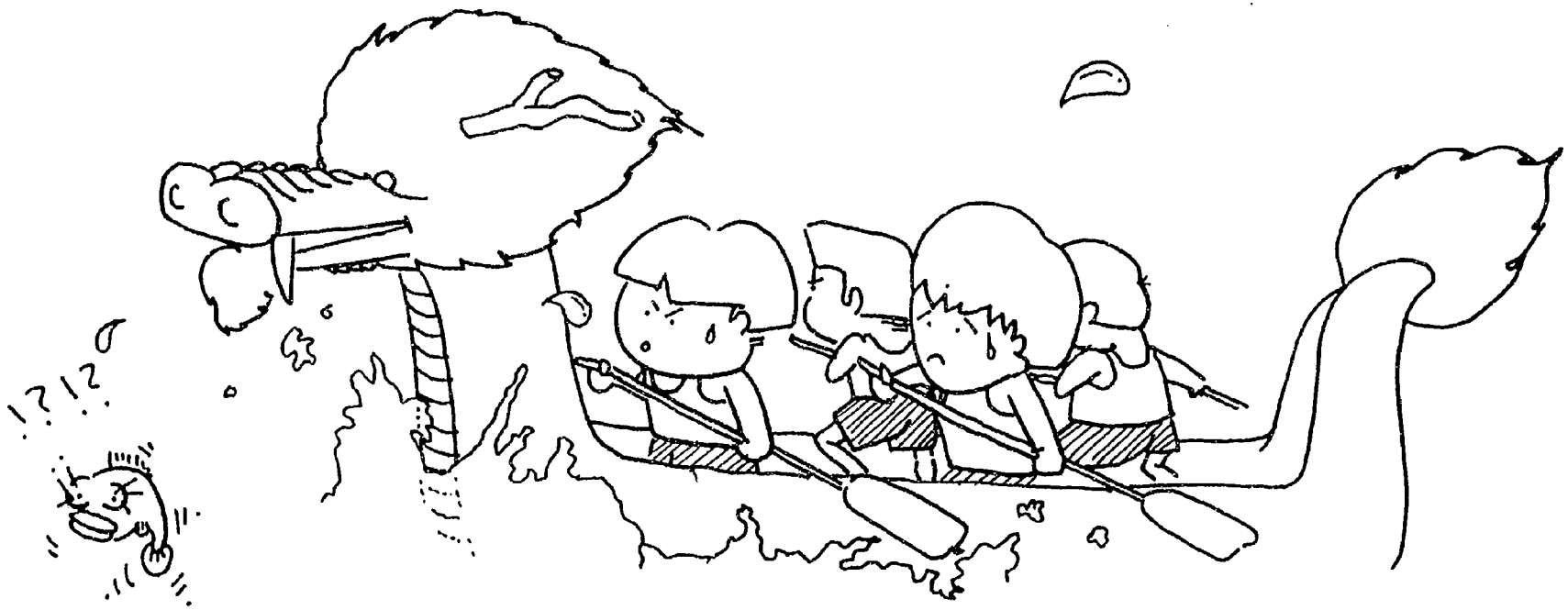
The Dragon Boat Festival is celebrated on the fifth day of the fifth month of the Lunar calendar. This festival commerates the death of a patriotic poet and statesman, Qu Yuan. He drowned himself in the river Milo in 299 B.C., to protest the lack of government reforms. When he threw himself into the river, the common people rowed boats out on the river to try to recover his body. Fearing that the fish might devour his body they threw rice wrapped in bamboo leaves into the water. From this came the tradition of dragon boat races and eating Zongzi

ART AND TRADITIONAL CRAFTS

Traditional Opera is very unlike western style opera. The music is live and may sound very jangling to western ears. Cymbals, gongs, drums, and other Chinese instruments are used. The training for Chinese opera takes several years, and the apprentices often start very young. In the old days young boys of five or six were sold to opera troupes if parents were poor and could not afford to feed them. Stage props are minimal, often just a stool or a table on stage which can be transformed into doors, a house, etc. by the use of imagination. Horses are represented by the whips that actors carried.

The costumes are elaborate and colourful, made of silk and satin. Masks or face paint are often used. The colour of the paint symbolizes different traits: red for loyalty, black for integrity, white for power or treachery. There are 18 types of beards and each has a meaning. A purple beard for example, means a famous general. Only young scholars or lovers are beardless. The pantomimes and acrobatics are very stylized.

The plots are drawn from popular novels, historical events, folklore and mythology.



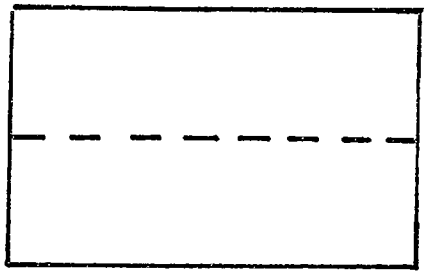
Dragon Boat Festival

LANTERN

materials: any construction paper, 1 piece of cardboard, 1 candle, scissors, and glue

1. Fold the paper in half length-wise. (illustration A)

A.



2. Cut it as shown. (illustration B)

B.

3. Open and glue sides x and y together. (illustration C)

C.

4. Cut the cardboard into a circle the size of the lantern.

5. Glue the bottom of the lantern onto the cardboard.

6. Burn the candle and drip some wax on the center of the cardboard. Then secure the candle on top of the liquid wax.

Moon Cake Story

During the 14th century, China was under the harsh rule of the Mongols. A great number of Chinese secretly met and decided to revolt against the Mongols. The day of the revolt was set for the 15th day of the eighth month. Secret messages about the time and place of the revolt had to be sent to the Chinese people in the cities and villages. The Chinese were unable to come up with a plan to deliver the messages without the Mongols knowing about it until a clever man, Lau Pak Wan, came up with an idea. He suggested that the secret messages be embedded in moon cakes which are made for the celebration of the Mid-Autumn Festival. The cakes were made and secret messages were inserted, and these were given by the Chinese to all their friends and relatives.

When the Chinese cut the moon cakes to eat, they found the secret message about the revolt. On the 15th day of the eighth month the Chinese revolted against the Mongols and drove them out of China. From that time on, moon cakes have been very popular with the Chinese during the Mid-Autumn Festival. This is even true in the United States today.

CHINESE OPERA PERFORMERS

BIBLIOGRAPHY

CRAFTS

The Book of Paper Cutting , Chris Rich, Sterling Publishing Co. Inc., 1993
(Good examples of paper-cuttings , B/W and colour as well as brief history of paper-cutting in China.)

Crafts of China, Michael Carter, Aldus Books, London, England, 1977

The Paper Cut-Out Design Book , Ramona Jablonski, Stemmer House Publishers, Inc., 1976

Paper Pandas & Jumping Frogs, Florence Temko, China Books & Periodicals, San Francisco, CA, 1986

INTRODUCTION TO CHINESE SPEAKING COUNTRIES AND THEIR PEOPLE
(for children)

The Children of China, Matti A. Pitkanen, Carolrhoda Books, Inc. 1990
(A good source book for pictures of Chinese children)

China- My Country Series , Bernice and Cliff Moon, Marshall Cavendish Limited, 1986
(A good book for showing a variety of occupations)

China - the Land and its People, Anna Merton and Shio-Yun Kan, Macdonald & Co. Ltd., 1986

China Homecoming, Jean Fritz, G. P. Putnam's Sons, NY, NY, 1985

China's Bravest Girl, Charlie Chin, Children's Book Press, Emeryville, CA, 1993

Chinese Mother Goose Rhymes, Robert Wyndham, Philomel Books, NY, NY, 1993

Count Your Way Through China, Jim Haskins, Carolrhoda Books., Mpls, MN, 1987.

Demi Liang & The Magic Paintbrush, Henry Holt & Co., NY, NY, 1980

Enchantment of the World : Taiwan , Alice Cromie, Children's Press, Inc., 1994
(An interesting and informative book on Taiwan. There are some good pictures in the book, of a woman praying at a temple, of a dragon dance, a lion dance, a boat race and traditional Chinese opera).

A Family in China , Nancy Lui Eyson and Richard Greenhill, Lerner Publications Company, 1985

A Family in Hong Kong, Nancy Durrell McKenna, Lerner Publications Company, 1987

A Family in Singapore, Bridget Goom, Lerner Publications Company, 1986

In the Year of the Tiger, Bernard Wolf, Macmillan Publishing Company, 1988
(A photo-essay type book about the lives of one family in Guangxi. There are good pictures of everyday life in a rural village. B/W)

Homesick: My Own Story, Jean Fritz, G. P. Putnam's Sons, 1983

Passport to China , Stephen Keeler, Franklin Watts Limited, 1987
(These two books are a little dated, but the general information is adequate.)

Red Eggs and Dragon Boats, Carol Stepanchuk, Celebrating Chinese Festivals, Pacific View Press,1994
(This is a good book that students can use to find out about the different festivals that the Chinese celebrate.)

Take a Trip to Hong Kong , Keith Lye, Franklin Watts Limited, 1983
(Good photos of everyday life)

We Live in China, Wayland (Publishers) Ltd., 1981
(A good book for showing a variety of occupations.)

A Young Painter: The Life & Paintings of Wang Yani: China's Extraordinary Yount Artist, Zheng Zhensun and Alice Low, Scholastic, 1991

TRADITIONAL FABLES AND FOLKTALES

Dolphin Books, 1989 -These publishers have a series of fables and tales which include

Kua Fu Chases the Sun
Nu Wa Mends the Sky

Wonder Kids Publications, 1991 This series of children's books includes titles such as,

The Monkey and the Fire/Lazy Wife and the Bread Ring

Sky-Mending Festival/Decorative Paper for Graves

How to build a Nest/ Moving the Mountain

Why Rat Comes First, Clara Yen, Children's Book Press, San Francisco, CA, 1991

The Emperor and the Kite, Jane Yolen, Illustrated by Ed Young, Philomel Books, 1988

The Fourth Question, A Chinese Tale, Retold by Rosalind C. Wang, Illustrated by Ju-Hong Chen, Holiday House.1991

Lon Po Po, Ed Young, A Red Riding Hood Story from China, Philomel Books, 1989

The Mouse Bride , English translation by Rick Charette, retold by Monica Chang , Yuan-Liou Publishing Co., Ltd , 1994

The Seven Chinese Brothers , Margaret Mahy, Scholastic Inc., 1990

Seven Magic Brothers, English translation by Rick Charette, retold by Kuang-Tsai Hao, Yuan-Liou Publishing Co., Ltd , 1994

REFERENCE BOOKS FOR TEACHERS

China, Hiroji Kubota, W. W. Norton & Co. ,NY, 1985

China: A Teaching Workbook, Catherine H. Keyser, Columbia University Press, New York, NY, 1991

Chinese Brain Twisters, Baifang Liu, John Wiley & Sons, Inc., New York, NY, 1994

Chinese Idioms, Tan Huay Peng, Heian International, Union City, CA, 1987

China Past- China Future, Alden R. Carter, Franklin Watts, 1994
(Not a definitive book on Chinese history, but is an easy book for younger readers. It is also a good quick reference book for teachers who want to explain certain periods in Chinese history in simple terms to younger students. It gives a concise account of the history of China in very readable prose.)

Chinese Romanization - Pronunciation and Orthography, Yin Binyong and Mary Felley, Sinolingua, Beijing 1990

China Today , Donald and Constance Shanor, St Martin's Press, 1995
(A book on how population control, human rights, government repression and democratic reform affect life in China. Well worth reading.)

Chinese Word Book, Jiang An, Bess Press, 1990

Contemporary Atlas of China, Nathan Sivin, Houghton Mifflin Co., Boston, 1988

A Cultural Tour Across China, Qiu Huanxing, New World Press, 1993
(A detailed account of the different folk customs and celebrations of the people across China. Text is very similar to that of the book listed below, without the photos)

A Dictionalry of Chinese Symbols, Wolfnam Eberhard, Routledge, London, 1986

5000 Years of Chinese Costumes, China Books and Periodicals, Inc., 1987

Folk Customs of China, Qiu Huanxing, Foreign Languages Press, Beijing, 1992

A good reference book with detailed descriptions and colourful photographs of festival celebrations, folk customs and rituals)

Fun with Chinese Characters I, II and III, Straits Times, Singapore, Federal Publications (S) Pte Ltd., 1983
(This series of books traces the evolution of Chinese characters from pictographs and ideographs)

Genius of China: 3000 Years of Science, Discovery, and Invention, Robert Temple, Simon and Schuster, N. Y., 1986

Mooncakes and Hungry Ghosts - Festivals of China, Carol Stepanchuk and Charles Wong, China Books and Periodicals Inc., 1991
(This is a good reference book for the different festivals celebrated by the Chinese)

Multicultural Mathematics Materials, National Council of Teachers of Mathematics, Reston, VA, 1983

100 Ancient Chinese Fables , K.L. Kiu, Shang Wu Publishing, 1985
(Translations of Classical Chinese prose)

Open Sesame Picture Dictionary, Oxford University Press, 1986
(Written in the old form script, this picture dictionary offers vocabulary lists for various household and personal items)

The Star Raft: China's Encounters With Africa, Philip Snow, Cornell University Press, Ithaca, NY, 1988.

The Silk and Spice Routes - Exploration by Sea, Struan Reid, New Discovery Books, Unesco, NY

Tangrams: 330 Puzzles, Ronald C. Read, Dover Publications, Inc., New York, NY, 1965

When China Ruled the Seas, Louise Levathes, Simon & Schuster, New York, NY, 1994

funding for this document provided by a grant from the

Illinois State Board of Education

for additional copies, call:

Thomas L. Hansen
Senior Consultant
Intermediate and Secondary Support
Illinois State Board of Education
217/782-2826

for additional copies, contact:

Thomas L. Hansen
Principal Education Consultant
Secondary Level Education N-242
Illinois State Board of Education
100 N. First Street
Springfield, IL 62777-0001
ph 217/782-2826
fax 217/782-7170

CHINESE LANGUAGE AND CULTURE CURRICULUM: STUDENT ACTIVITY BOOK

Written by Yong-Kian Soh, Chong-Hwey Fee and Yu-Sha Lin of the Urbana School District #116, Urbana, Illinois
Consultant: Sheely Bertrand, St. Paul, Minnesota
Illustrators: Troy, Tent and Treena Larson
Funding provided by a grant from the Illinois State Board of Education - 1995

Preface

As we have written this book for you we have enjoyed thinking about China and all of the countries, areas of other countries and cities where people who speak the Chinese language live. We think there are probably some people in your community and school who speak Chinese. You may want to learn how to talk with them in their language. Learning a language can be fun and interesting if you let your Chinese speaking classmates and friends tell you how to say something or how to write it.

Often we see pictures of events in China, Taiwan, Singapore, China-town in New York City, and other places. At New Year we hear about some of the celebrations that are held around the world. We also hear about schools and what students learn in these places. Learning about the culture of another area or group of people can be very interesting. We have included many stories, songs, descriptions and activities to help you learn about the culture of Chinese speaking people in many places in the world. As you learn about the culture you will learn how to speak, read, and write the language that is used for those special events and customs.

Enjoy learning the language and about the culture!

世界小小小 song: IT'S A SMALL WORLD.

Shì jiè xiǎo xiǎo xiǎo

清晨天亮了，太陽出來了.
qīng chén tiān liàng le tài yáng chū lái le

小鳥起床了，開始唱新調.
xiǎo niǎo qǐ chuáng le kāi shǐ chàng xīng diào

朋友們，
péng yǒu men

我們也一起來高聲唱.
wǒ men yě yì qǐ lái gāo shēng chàng

歌頌美麗的今天，
gē sòng měi lì de jīn tiān

快把憂愁齊忘掉.
kuài bǎ yōu chóu qí wàng diào

快把煩惱拋雲宵.
kuài bǎ fán nǎo pāo yún xiāo

好讓我們來享受美好時光.
hǎo ràng wǒ men lái xiǎng shòu měi hǎo shí guāng

大家常歡笑，眼淚不會掉.
dà jiā cháng huān xiào yǎn lèi bú huì diào

時常懷希望，不必心惊跳.
shí cháng huái xī wàng bú bì xīn jīng tiào

讓我們同歡笑, 這小小世界,
ràng wǒ men tóng huān xiào zhè xiǎo xiǎo shì jiè

小小人間多美妙.
xiǎo xiǎo rén jiān duō měi miào

世界眞是小小小,
shì jiè zhēn shì xiǎo xiǎo xiǎo

小得非常妙妙妙.
xiǎo de fēi cháng miào miào miào

這是一個小世界,小得眞美妙.
zhè shì yí ge xiǎo shì jiè xiǎo de zhēn měi miào

UNIT 1 CHINA - THE LAND AND ITS PEOPLE

1.1 When I think of China and things Chinese, I think of .....

Sit back and think about anything that reminds you of China, or of anything Chinese. What is it that makes you associate the objects with China?

Make a list. Now compare your answers with those of your classmates. Your teacher will discuss your list with you.

1.2 Imagine that you are on a trip to China. What do you think you will see on your trip? What sort of food will you try?

Close your eyes and listen to the music that your teacher will play for you. Imagine that you are on a plane to China. Think of all the things that you will see and do there. Think about the kinds of food that you will have.

1.3 Scavenger Hunt

When you get home this evening, look around your home for things that are made in China. You may find pots, bowls, clothes, even electrical appliances that came from China. Make a list of the items you find, and if these objects aren't too big (like a T.V. !), bring them to class . You may be surprised to find out how many things you have at home that are produced in China! (Do ask your parents for permission first of course, and perhaps get them to help in this assignment)

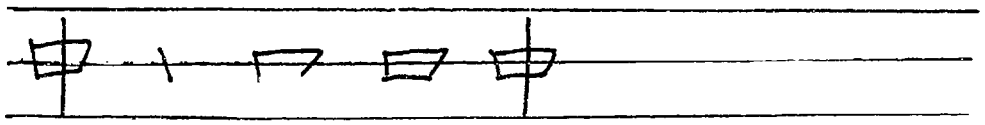
dID yOU kNOW ?

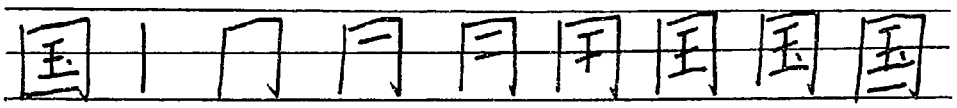
The characters for China, 中 国 (zhōng guó), means the " middle kingdom" . This is because a very long time ago, the Chinese regarded China as the center of the world - hence the "middle kingdom". There were many *vassal* states which were ruled by the emperor. All foreign envoys who came to

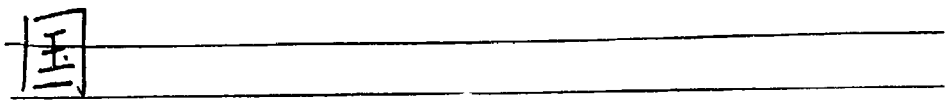
China were expected to pay tribute to the Chinese emperor, who regarded them as his subjects.

Look up *vassal* in the dictionary. What does it mean?

This is how the characters for China (zhōng guó), are written. Try writing the words following the sequence of the strokes.







問候

wèn hòu

verse: GREETING

老師早, 同學早, 大家見面問聲好。

Lǎo shī zǎo tóng xué zǎo dà jiā jiànmiàn wèn shēng hǎo

song: SAY "HELLO"!
tune: IF YOU ARE HAPPY AND YOU KNOW IT.....

說哈囉
Shuō hā luo

你很高興, 你就說哈囉.....哈囉
nǐ hěn gāo xìng nǐ jiù shuō hā luo hā luo

你很高興, 你就說哈囉.....哈囉
nǐ hěn gāo xìng nǐ jiù shuōhā luo hā luo

大家一起唱呀, 大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑說哈囉....哈囉
wéi ge yuán quān jìn qíng huān Xiào shuō hā luo lā luo

你很高興, 你就拍拍手....拍手
nǐ hěn gāo xìng nǐ jiù pāi pāi shǒu pāi shǒu

你很高興, 你就拍拍手....拍手
nǐ hěn gāo xìng nǐ jiù pāi pāi shǒu pāi shǒu

大家一起唱呀, 大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑拍拍手....拍手
wéi ge yuán quān jìn qíng huān xiào pāi pāi shǒu pāi shǒu

你很高興, 你就學貓叫....喵喵
nǐ hěn gāo xìng nǐ jiù xué māo jào miāo miāo

你很高興, 你就學貓叫....喵喵
nǐ hěn gāo xìng nǐ jiù xué māo jào miāo miāo

大家一起唱呀，大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑學貓叫
wéi ge yuánquān jìn qíng huān xiào xué māo jào

你很高興，你就踏踏步
nǐ hěn gāo xìng nǐ jiù tà tà bù

你很高興，你就踏踏步
nǐ hěn gāo xìng nǐ jiù tà tà bù

大家一起唱呀，大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑踏踏步
wéi ge yuán quān jìn qíng huān xiào tà tà bù

你很高興，你就學狗叫....汪汪
nǐ hěn gāo xìng nǐ jiù xué gǒu jào wāng wāng

你很高興，你就學狗叫....汪汪
nǐ hěn gāo xìng nǐ jiù xué gǒu jào wang wang

大家一起唱呀，大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑學狗叫....汪汪
wéi ge yuánquān jìn qíng huān xiào xué gǒu jào wāng wāng

你很高興，你就吹口哨
nǐ hěn gāo xìng nǐ jiù chuī kǒu shào

BEST COPY AVAILABLE

你很高興, 你就吹口哨
nǐ hěn gāo xìng nǐ jiù chuī kǒu shào

大家一起唱呀, 大家一起跳呀.
dà jiā yì qǐ chàng ya dà jiā yì qǐ tiào ya

圍個圓圈盡情歡笑吹口哨
wéi ge yuán quān jìn qíng huān xiào chuī kǒu shào

UNIT 2 WHERE THE CHINESE LIVE

2.1 Where do you think English is being spoken in the world? How many people do you think speak English?

List the countries where English is spoken. Locate them on the map.

1.
2.
3.
4.
5.

2.2 What about the Chinese language? Where do you think it is being spoken?

Point out these countries on the map. You will see that Chinese is spoken not only in China. Write down the other Chinese speaking countries on your worksheet.

1.
2.
3.
4.
5.

Now try to locate these countries on your map.

MAP OF THE WORLD

dID yOU kNOW?

There are more Chinese speakers in the world than speakers of any other language.

There are one billion speakers of Chinese in the world, compared to less than half a billion speakers of English, the next widely spoken language.

There are seven major dialect groupings in the Chinese language. There are several variations in each dialect grouping, so that means there are literally tens, if not hundreds, of Chinese dialects being spoken today. In China, the people in the different regions speak different Chinese dialects, so much so that someone from the south will have problems understanding someone speaking a dialect from the north. This was why China had to have a standard spoken language so that people in the country could understand each other! Mandarin, a northern Chinese dialect from the capital, Beijing, is used as the standard, and you will learn to speak it.

In Hong Kong, Cantonese is the standard Chinese dialect used. This is because Hong Kong borders Guangdong, a province (like a state) in southern China, where Cantonese is spoken. People living in Taiwan speak Mandarin as well as another southern dialect from the Fujian province in China. A lot of the Chinese communities in Asia, such as in Singapore and Malaysia, speak a variety of southern Chinese dialects, as most of the migrations overseas were from the south of China.

Find these areas on the map.

2.3 Things to Do

Which part of China did the earliest Chinese immigrants to the United States come from?

You can get the information from the school or local library. Why did these first Chinese immigrants come to the United States? What contributions did they make?

UNIT 3 HELLO, MY NAME IS.....

3.1 What do you think a Chinese classroom is like?

What would the seating arrangement be? How do the students regard their teachers?

What do you think a classroom looks like in China, Taiwan or Hong Kong? Do the students have to wear school uniforms?

dID yOU kNOW ?

In some rural areas of China, where the nearest big town is many miles away, a school is often set up in one larger village and all the children from that village, as well as children from surrounding villages, attend the school. There is often only one teacher to teach all the children, and the different grades are taught in the same classroom. The school is often so small that it has only one classroom. The children who do not live in the village where the school is located often have to walk a few miles to get to school every day, or be dropped off by their parents on the way to work, on their tractors or bicycles.

3.2 What Is In a Name?

Do you know anybody who has a Chinese name? Look at a page in the phone directory. Can you spot any Chinese names?

dID yOU kNOW?

For the Chinese, the family name comes first, followed by the first name. For example, if Susan Jones was Chinese, then she would be known as Jones Susan instead. Most Chinese have a two character first name, and a single character family name. In America, these Chinese names are not written in Chinese for everyday use, but romanized.

Find out what your name means from a dictionary. For example, Christopher means 'bearer of Christ", Sophia means "wisdom".

Chinese names, similarly, also have different meanings. Ask your teacher to give you some examples.

3.3 Nǐ Hǎo. Wǒ De Míng Zi Shì ..... Hello. My name is.....

Practice greeting your classmates, and introducing yourself.

This is what you have just learned.

你 好 我 的 名 字 是
nǐ hǎo. Wǒ de míng zi shì .....

Hello. My name is .....

3.4 Learning to write

Now practice writing the characters for the phrases that you have just learned. Remember, the sequence of the strokes have to be followed. Have fun!

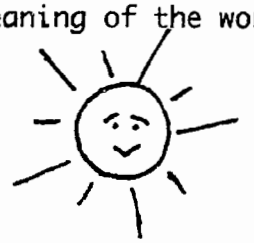
3.5 Writing in Chinese

Every Chinese character has a meaning, and a sentence is formed by stringing these characters together. Some Chinese characters evolve from pictographs, pictures which represent the meaning of the word. For example:

sun

ri

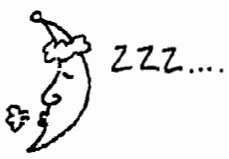
日



moon

yue

月



hand

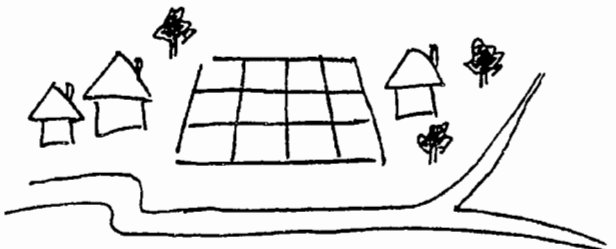
shǒu

手

field

tián

田



Some Chinese characters are ideographs, characters which represent the *idea* of something. For example:

one

yī

一

two

èr

二

three

sān

三

above or up

shàng

上

below or down

xià

下

song: NAME PRACTICING SONG
tune: WHERE IS THUMBKIN?

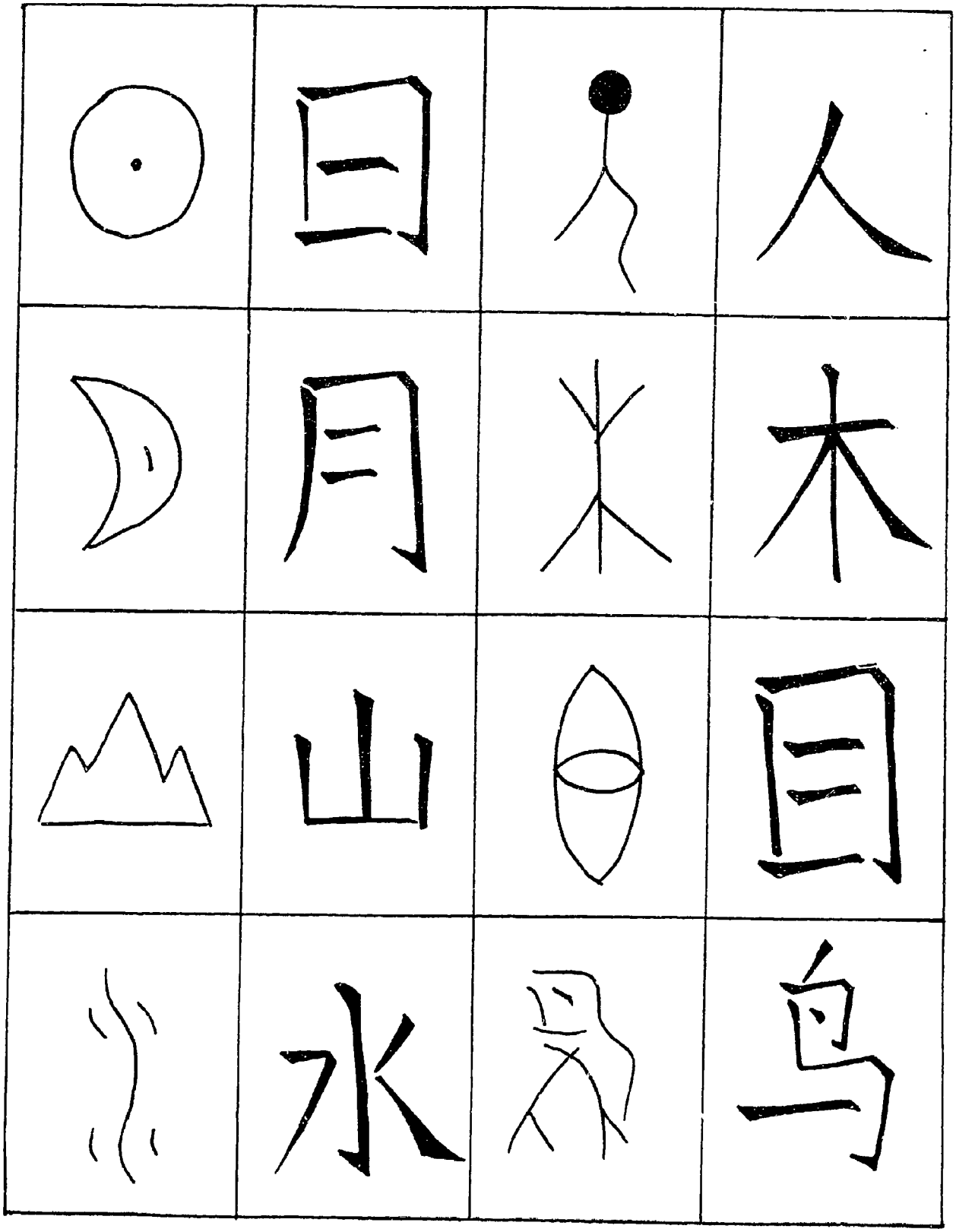
名字
míng zi

"X X X" (名字), "X X X" (名字)
míng zi míng zi

你好嗎? 你好嗎?
nǐ hǎo ma nǐ hǎo ma

我很好, 謝謝, 我很好, 謝謝.
wǒ hěn hǎo xiè xie wǒ hěn hǎo xiè xie

請坐下, 請坐下.
qǐng zuò xià qǐng zuò xià


日
人
月
木
山
目
水
鳥

song: WHEN WE ALL GET TOGETHER.....
tune: THE MORE WE GET TOGETHER

當我們同在一起

dāng wǒ men tóng zài yì qǐ

當我們同在一起, 在一起, 在一起.
dāng wǒ men tóng zài yì qǐ zài yì qǐ zài yì qǐ

當我們同在一起, 眞快樂無比.
dāng wǒ men tóng zài yì qǐ zhen kuài lè wú bǐ

你對我笑哈哈, 我對你笑嘻嘻.
nǐ duì wǒ xiào hā ha wǒ duì nǐ xiào xī xi

當我們同在一起, 眞快樂無比.
dāng wǒ men tóng zài yì qǐ zhēn kuài lè wú bǐ

verse: WELCOMING GUESTS

客人來

kè rén lái

小椅子, 擦一擦, 客人來了請坐下.
xiǎo yǐ zi cā yì cā kè rén lái le qǐng zuò xià

小茶杯, 洗一洗, 我請客人喝杯茶.
xiǎo chá bēi xǐ yì xǐ wǒ qǐng kè rén hē bēi chá

UNIT 4 GREETINGS

4.1 Good Morning.

早安

Zǎo ān

4.2 Good Afternoon

午安

Wǔ ān

4.3 What is your name?

你叫什么名字？

Nǐ jiào shén me míng zi ?

dID yOU kNOW ?

Some Chinese greet each other by asking 吃饭了吗? *chī fàn le ma*? (Have you eaten?), or 上哪去?shàng nǎr qù? (Where are you going?). People do not feel that their privacy is being invaded, and would normally answer, *yes, I have eaten*, or *I'm going to school* or some other answer.

In Chinese society, everyone older than you are is addressed with respect. When greeting a person your parents' age, you would address them as Uncle Chen, or Auntie Li, even if they are not related to you. Similarly, elderly people are addressed as grandma or grandpa, and even children older than you are will be addressed as elder brother or sister.

verse: WELCOMING GUESTS

客人來
kè rén lái

小椅子, 擦一擦, 客人來了請坐下.
Xiǎo yǐ zi cā yì cā kè rén lái le qǐng zuò xià

小茶杯, 洗一洗, 我請客人喝杯茶.
xiǎo chá bēi xǐ yì xǐ wǒ qǐng kè rén hē bēi chá

UNIT 5 MY FRIEND

5.1 This is my friend .....

Zhè shì wǒ de péng yǒu..... This is my friend.....
这是我的朋友.....。

5.2 His name is.....

Tā de míng zi shì..... His name is .....
他的名字是.....。

Tā de míng zi shì .....Her name is .....
她的名字是.....。

5.3 Tell us about your friends

Use a scrap book or a piece of art paper. Draw yourself and your two friends, or you can use photos instead. Write short captions introducing yourselves, using the Chinese characters that you have just learned.

Now tell the class about your friends in Mandarin.

dID yOU kNOW?

There is a famous Chinese saying ,在家靠父母.出外靠朋友 *Zài jiā kào fù mǔ, chū wài kào péng yǒu* (At home, you depend on your parents, outside the home, you depend on your friends). Friendship is very important to the Chinese.

我的朋友在那裡

song: WHERE ARE MY FRIENDS?

Wǒ de péng yǒu zài nǎ lǐ

一二三四五六七, 我的朋友在那裡.

yī èr sān sì wǔ liù qī wǒ de péng yǒu zài nǎ lǐ

在這裡, 在這裡, 我的朋友在這裡.

zài zhè lǐ zài zhè lǐ wǒ de péng yǒu zài zhè lǐ

UNIT 6 THE LAND THEY CALL CHINA

6.1 Rivers in the U.S.

Very quickly, write down the names of as many rivers in the U.S. as you can remember.

1.
2.
3.
4.
5.

Compare your answers with those of your classmates. Are the rivers you mentioned the major rivers in the U.S.?

6.2 Rivers in China

Now look at the map of China. Look for the major rivers in China. Write down their names.

1.
2.
3.
4.
5.

6.3 Other geographical features

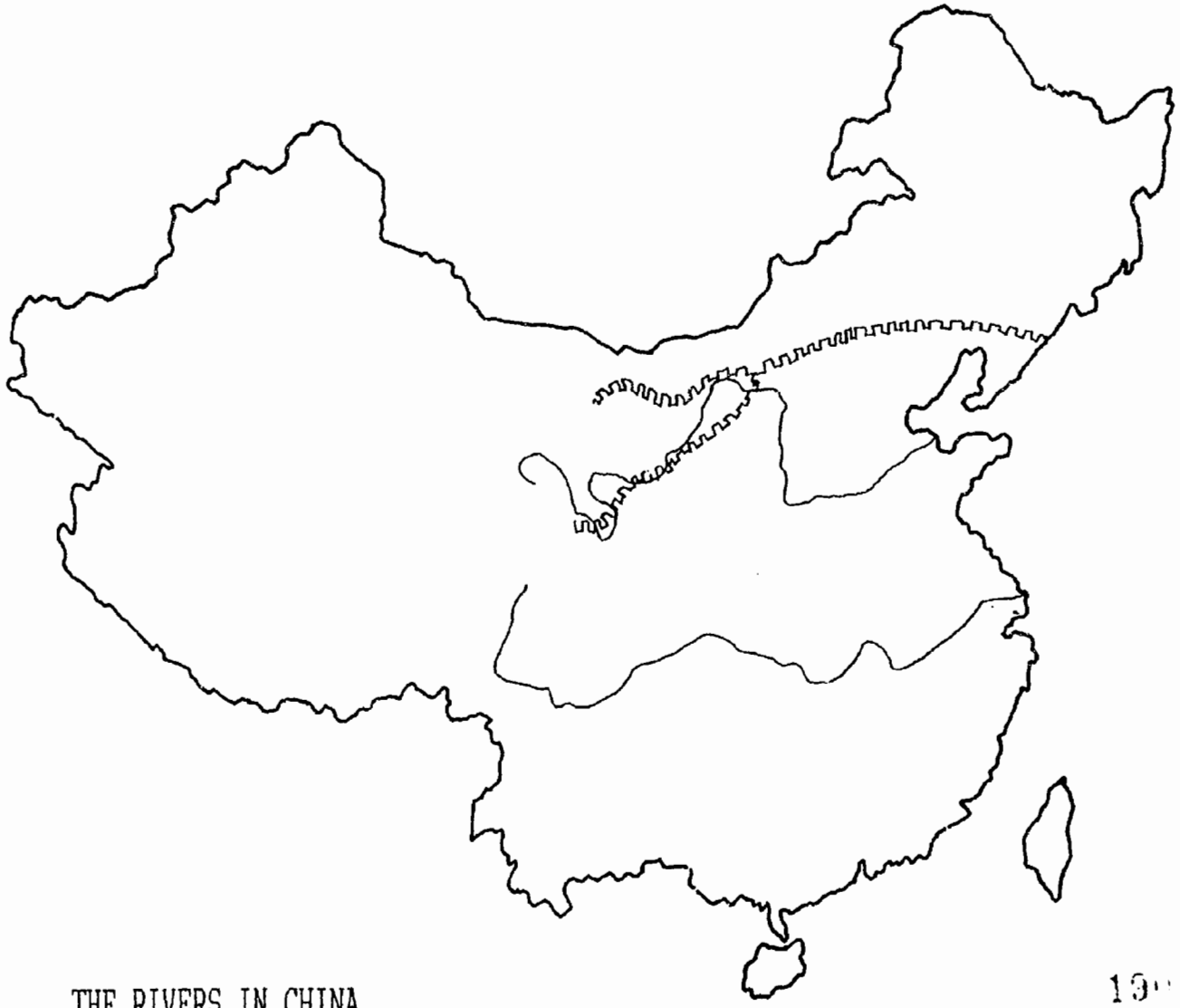
Now look at the map again. See if you can find deserts, mountain ranges and plateaus. See where these features are in relation to the rivers.

6.4 Cities in China.

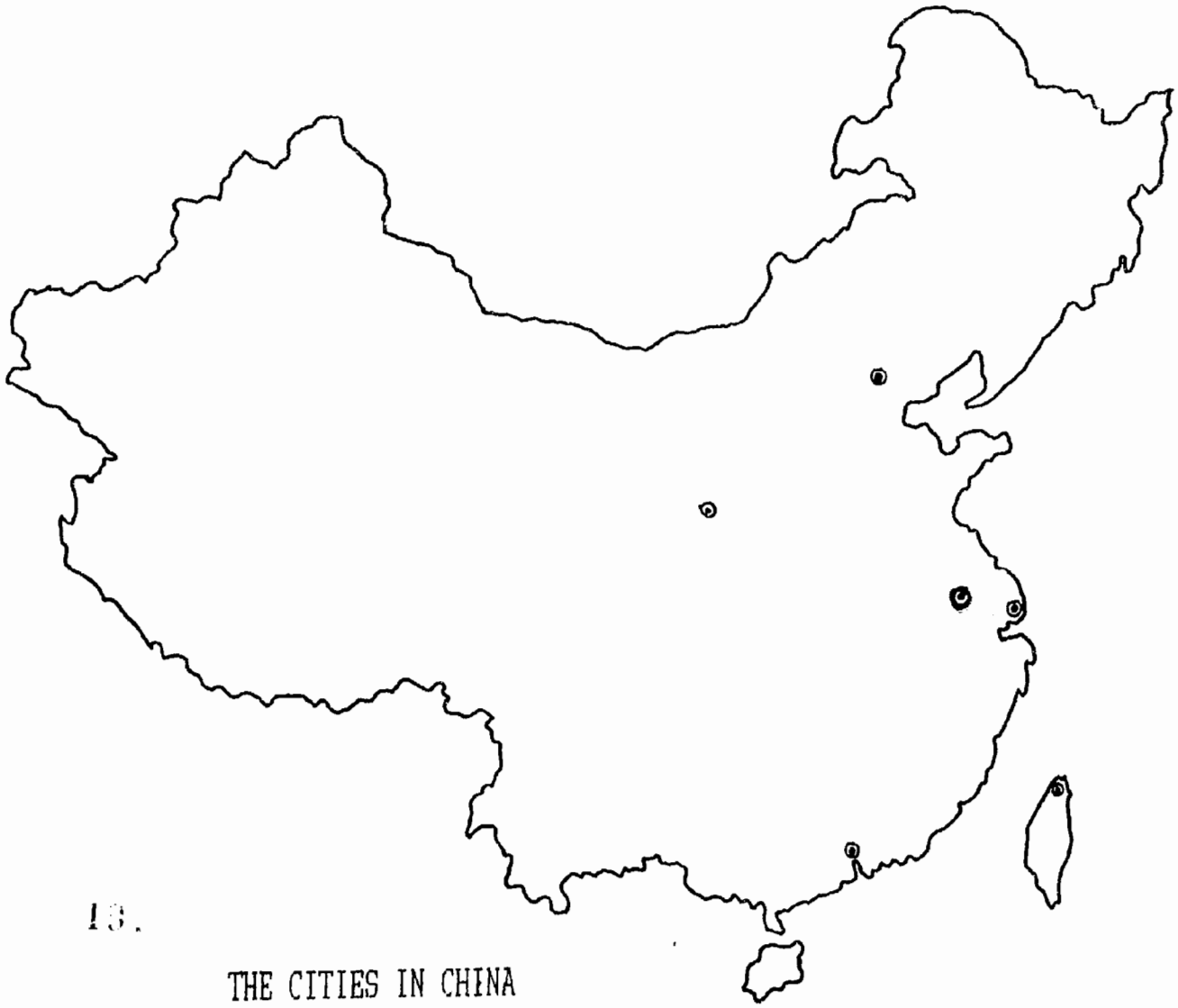
Name some of the cities in China.

1.
2.
3.
4.
5.

Where are these cities in relation to the major rivers?



THE RIVERS IN CHINA



13.

THE CITIES IN CHINA

Now draw in the major rivers and the cities on the map.

6.5 China's Neighbors

How many countries share their border with China? Name these countries.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
13.

dID yOU kNOW?

China is the second largest country in the world, after Canada. Hills and plateaus cover two-thirds of the country. Only 11% of the land is suited for the growing of crops. Like the U.S. it has a varied climate, warm and humid in the south and cold and dry in the north.

The population of China is also diverse. There are a billion people living in China, from 56 different ethnic groups! The Han nationality make up 89.5% of the population. The minority nationalities have different customs, styles of clothing, and even spoken and written languages. That is what makes China so interesting!

80% of the population live in the rural areas. A lot of the farm work is still done manually, unlike in the U.S. where farming is almost totally mechanized.

6.6 Activity: Research and List Your Findings Here

1. Find out what crops are grown in China.

2. What minerals are mined in China?

3. What other industries does China have?

UNIT 7 A DAY IN THE LIFE OF .....

7.1 What do you do in your spare time?

Imagine that a visitor from a foreign country drops in at your class. He or she would like to know what typical things American students your age do when they are not in school.

Make a list of the top five things that you do when you are not in school. Compare your list with that of your classmates. What do you find?

1.
2.
3.
4.
5.

7.2 Chinese children living in China and other countries

As you have learned in the previous lessons, there are many Chinese who live outside China, in Hong Kong, Taiwan, Macau, Singapore, Malaysia and many other countries. In fact it is very rare to find any place on this earth where there isn't a Chinese community! Just think of how many American Chinese friends you know from school....there are Chinese communities even in Africa and India.

Your teacher will introduce a few children from a few Chinese speaking countries in their environment. What do you think are the differences in their daily lives with your daily life? Why do you think their lives are different?

7.3 Find out about the Chinese living in your community

Interview a Chinese person in your community. You can interview an adult or someone your age. Find out their daily routines which may differ from your own. For example a lot of

Chinese American children attend weekend Chinese schools to learn how to speak and write Chinese.

7.4 How to form the characters for Taiwan, Hong Kong and Singapore.

Now that you have found out a little about the lives of the Chinese children in the various communities, how about learning how to read and write the Chinese characters for some of these countries?

7.5 A trip to Chinatown

Your teacher will arrange a worksheet for you to complete during your trip to Chinatown.

There are Chinatowns in some cities in the U.S.. Name some of these cities.

1.
2.
3.
4.

song: GOING ON A FIELD TRIP.

郊遊
jiāo yóu

走走走走走, 我們小手拉小手.
zǒu zǒu zǒu zǒu zǒu wǒ men xiǎo shǒu lā xiǎo shǒu

走走走走走, 一同去郊遊.
zǒu zǒu zǒu zǒu zǒu yì tóng qù jiāo yóu

verse: TAKING A TRAIN RIDE.

坐火車
zuò huǒ chē

小板凳, 擺一排, 小朋友們坐上來.
xiǎo bǎn dèng bǎi yì pái xiǎo péng yǒu men zuò shàng lái

這趟火車跑得快, 我當司機把車開.
zhè tàng huǒ chē pǎo de kuài wǒ dāng sī jī bǎ chē kāi

UNIT 8 NUMBERS

8.1 Counting in Chinese

1	2	3	4	5	6	7	8	9	10
yī	èr	sān	sì	wǔ	liù	qī	bā	jiǔ	shí
一	二	三	四	五	六	七	八	九	十

8.2 Writing one to ten

8.3 Some songs to learn

song: TWO TIGERS.
tune: ARE YOU SLEEPING?

兩隻老虎
liǎng zhī lǎo hǔ

兩隻老虎, 兩隻老虎,
liǎng zhī lǎo hǔ liǎng zhī lǎo hǔ

跑得快, 跑得快,
pǎo de kuài pǎo de kuài

一隻沒有眼睛, 一隻沒有尾巴,
yì zhī méi yǒu yǎn jīng yì zhī méi yǒu yǐ ba

眞奇怪. 眞奇怪.
zhēn qí guài zhēn qí guài

song: SCISSORS, FIST, CLOTH.

剪, 拳, 布
jiǎn quán bù

一, 二, 三, 剪, 拳, 布.
yī èr sān jiǎn quán bù

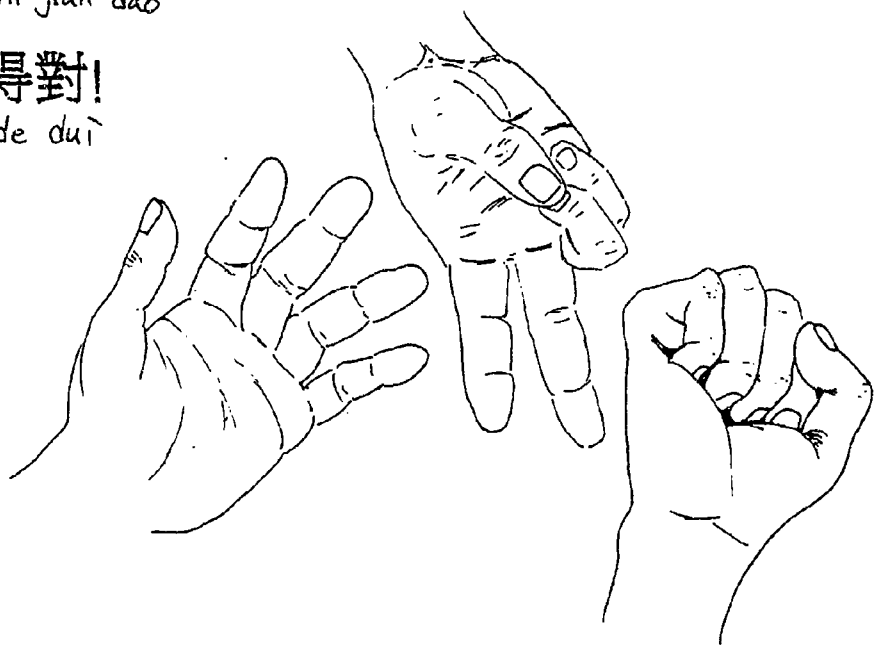
一, 二, 三, 剪, 拳, 布.
yī èr sān jiǎn quán bù

剪刀, 石頭, 布,
jiǎn dāo shí tou bù

布來包石頭,
bù lái bāo shí tou

石頭鎚你剪刀,
shí tou chuí nǐ jiǎn dāo

看誰猜得對!
kàn shéi cāi de duì



verse: COUNTING FRUITS

數果果

shǔ guǒ guo

一二三, 三二一, 一二三四五六七.

yī èr sān sān èr yī yī èr sān sì wǔ liù qī

七棵樹上七樣果,

qī kē shù shàng qī yàng guǒ

蘋果,桃儿,葡萄,柿子,李子,栗子,梨.

píng guǒ táo er pú táo shì zī lǐ zi lì zi lí

song: COUNTING MY FRIENDS

tune: TEN LITTLE INDIANS

點人數
diǎn rén shù

一個, 兩個, 三個, 小朋友.
yí ge liǎng ge sān ge xiǎo péng yǒu

四個, 五個, 六個, 小朋友.
sì ge wǔ ge liù ge xiǎo péng yǒu

七個, 八個, 九個, 小朋友.
qī ge bā ge jiǔ ge xiǎo péng yǒu

第十個小朋友站起來.
dì shí ge xiǎo péng yǒu zhàn qǐ lái

十個, 九個, 八個, 小朋友.
shí ge jiǔ ge bā ge xiǎo péng yǒu

七個, 六個, 五個, 小朋友.
qī ge liù ge wǔ ge xiǎo péng yǒu

四個, 三個, 兩個, 小朋友.
sì ge sān ge liǎng ge xiǎo péng yǒu

第一個小朋友站起來.
dì yí ge xiǎo péng yǒu zhàn qǐ lái

一個, 兩個, 三個, 小朋友.
yí ge liǎng ge sān ge xiǎo péng yǒu

四個, 五個, 六個, 小朋友.
sì ge wǔ ge liù ge xiǎo péng yǒu

七個, 八個, 九個, 小朋友.
qī ge bā ge jiǔ ge xiǎo péng yǒu
第十個小朋友站起來.
dì shí ge xiǎo péng yǒu zhàn qǐ lái
十個, 九個, 八個, 小朋友.
shí ge jiǔ ge bā ge xiǎo péng yǒu.
七個, 六個, 五個, 小朋友.
qī ge liù ge wǔ ge xiǎo péng yǒu
四個, 三個, 兩個, 小朋友.
sì ge sān ge liǎng ge xiǎo péng yǒu
第一個小朋友站起來.
dì yī ge xiǎo péng yǒu zhàn qǐ lái

verse: COUNTING ONE TO FIVE

五指歌
wǔ zhǐ gē

一二三四五, 上山打老虎.
yī èr sān sì wǔ shàng shān dǎ lǎo hǔ

老虎打不到, 打到小松鼠.
lǎo hǔ dǎ bú dào dǎ dào xiǎo sōng shǔ

松鼠有几只, 讓我數一數.
sōng shǔ yǒu jǐ zhī ràng wǒ shǔ yí shǔ

數來又數去, 一二三四五
shǔ lái yòu shǔ qù yī èr sān sì wǔ

song: ONE FROG JUMPED INTO THE POND

一只青蛙
yì zhī qīng wā

一只青蛙一張嘴, 兩只眼睛四條腿.
yì zhī qīng wā yī zhāng zuǐ liǎng zhī yǎnjīng sì tiáo tuǐ

扑通扑通跳下水.
pū tōng pū tōng tiào xià shuǐ

三輪車
sān lún chē

verse: TRICYCLE

三輪車, 跑得快, 上面坐個老太太.
sān lún chē pǎo de kuài shàng miàn zuò ge lǎo tài tài

要五毛, 給一塊, 你說奇怪不奇怪.
yào wǔ máo gěi yí kuài nǐ shuō qí guài bù qí guài

三輪車, 跑得快, 上面坐個老太太.
sān lún chē pǎo de kuài shàng miàn zuò ge lǎo tài tài

要五毛, 給一塊, 你說奇怪不奇怪.
yào wǔ máo gěi yí kuài nǐ shuō qí guài bù qí guài

跳橡皮筋儿
tiào xiàng pí jīer

verse for the "JUMP ROPE" game.
(The jump rope is made of interlocked rubber bands.)

小皮球, 香蕉油,
xiǎo pí qiú xiāng jiāo yóu

滿地開花二十一.
mǎn dì kāi huā èr shí yī

二五六, 二五七, 二八, 二九, 三十一.
èr wǔ liù èr wǔ qī èr bā èr jiǔ sān shí yī

三五六, 三五七, 三八, 三九, 四十一.
sān wǔ liù sān wǔ qī sān bā sān jiǔ sì shí yī

四五六, 四五七, 四八, 四九, 五十一.
sì wǔ liù sì wǔ qī sì bā sì jiǔ wǔ shí yī

UNIT 9 THE LUNAR NEW YEAR

9.1 Holiday celebrations

What is the most important holiday you celebrate during the year? Which is your favorite?
Why is it your favorite?

9.2 The Lunar New Year

For the Chinese, the most important festival in the year that they celebrate is the Lunar New Year, also called the Spring Festival, 春节 (chūn jié).

The lunar calender is a calender calculated according to the cycle of the moon *(luna* means "moon" in Latin.) The calender that we use is called the Gregorian calender. The lunar calender dates are different from those of the Gregorian calender, as you will see. So the Lunar New Year, the first day of the first lunar month, does not correspond to the New Year that we celebrate in the U.S.

Look at a calender with both the Gregorian and lunar dates. Find out when the Lunar New Year falls on that particular year.

9.3 When is your birthday?

你的生日是在那一天？
Nǐ de shēng rè shì zài nǎ yì tiān?

Find out on which day your birthday falls in the lunar calender this year.

9.4 The Story of *Nian*

Do you know how the Lunar New Year came to be celebrated? There is an interesting story about its origin.

dID yOU kNOW?

The Chinese invented gunpowder very early on. In the tenth century China began to use gunpowder in their battles. Gunpowder was tied to arrowheads and shot. But one of the earliest uses for gunpowder was in the making of firecrackers! Bamboo segments were filled with gunpowder, and the bamboo tubes ignited. The bamboo would explode and split, making a loud noise. Firecrackers were used in festivities and celebrations, to drive away bad luck, and in the case of the Lunar New Year, to scare away the beast *Nian*.

9.5 How One Chinese Boy celebrates the New Year

Hello ! My name is Yǒng Qiáng (meaning forever strong) and I am ten years old. I am really excited to hear that there are students my age in America who are interested in learning about Chinese traditions and the Festivals that we celebrate.

My favorite festival is the Lunar New Year, also known as the Spring Festival. It is celebrated in late January or February, according to the lunar calender. It's kind of complicated, but my mother has a calender which shows both the Gregorian and lunar dates . The Lunar New Year is a time when families and friends get together to wish each other happiness and success for the following year, very much like Christmas is celebrated in your country. Family members who live in other parts of the country or overseas will all travel home to celebrate the New Year together. My two uncles who live in another city take the train home to celebrate the New Year with us every year.

Preparations begin as early as a month before, with my grandma and mother doing all the shopping for the candies and all sorts of goodies that are served during the New Year. On Chinese New Year's eve, all of us sit down to a reunion

dinner. This is a sumptuous feast that takes the entire day to put together. My mother and grandma, together with my aunt, will go marketing a day or two before the reunion dinner, buying fish, chicken, pork, and vegetables. In different regions of China, there are differences in the dishes served, but they usually include fish , chicken, pork, and other delicacies that are particular to the region. In China, meat dumplings, *jiaozi*, is served at the reunion dinner, and a *steamboat* or *hot pot* is often served as well. *Steamboat* is like a Swiss fondue, where a pot of broth simmers over hot coals, and bits of raw meat and vegetables are added to the broth and cooked. I love the *jiaozi*. An hour or two before the reunion dinner, everybody would sit around the table and wrap *jiaozi*. My mother lets me wrap a few *jiaozi* also, but mine never come out nice. You take a piece of dough which has been rolled out into a round shape, add the filling of pork and vegetables and seal the edges. I get to try some of the *jiaozi* before the actual dinner, so I always make sure I am around when my mom boils them up!

After the the reunion dinner, everyone stays up to talk and wait to see the New Year in. This is one of the rare occasions when my sister and I are allowed to stay up all night. We watch the Lunar New Year special on TV, and play all sorts of games. It is also fun to listen to all the stories that my two uncles tell about the city that they are working in, Beijing.

During the New Year, my father, mother and uncles do not have to go to work for three days. My uncles take a week off work as the journey home takes a day and a half. The house is spring cleaned, and my sister and I help to put up spring couplets and paper cuts around the house as decorations. Spring couplets, red strips of paper with calligraphy of auspicious sayings, are pasted at the door and around the house for luck. I like the window flowers especially, as they are colourful and very pretty. We also fill trays with candies, dried melon seeds, oranges, and all kinds of snacks, and friends come and visit and exchange good wishes. On New Year's morning, we wake up and wash, and change into our new clothes. After wishing the grown-ups happy New Year, we are given *hong bao*, little gifts of money wrapped in red paper or red envelopes.

My sister and I look forward to visiting friends and relatives because we collect *hong baos* from all married adults. Because my grandma is considered an elder, younger adults would visit with their family to bring her good wishes. These visitors would usually bring along with them mandarin oranges, because they symbolize good luck. (The word *ju*, for orange, sounds like *ji*, good luck)

We are usually exhausted after three days of visiting and feasting. I usually snack so much on mandarin oranges, melon seeds, candies and other new year goodies that I don't have the appetite for dinner! Fortunately, it is considered bad luck to be scolded during the New Year celebrations, so my parents don't tell me off for being so greedy. In the old days the feasting and celebrations would go on for 15 days. Nowadays it has been shortened to two or three days. Can you imagine how wonderful it would be if I did not have to go to school and could feast on all the goodies for 15 days! That is why I love celebrating the New Year!

9.6 Make your own Jiaozi

Ingredients: won ton wrappers (make be purchased ready made)

minced pork	200g		
Chinese cabbage (400g) and green onions (1/2) chopped			
soy sauce	2 Tbs	sugar	1 Tbs
pepper	1/4 tspn	Chinese rice wine	1 Tbs

Mix the pork and vegetables together in a big bowl. Season the mixture to taste.
Take a piece of the wonton wrapper and hold it flat on one palm. Put a spoonful of the meat and vegetable mixture in the center. Fold the wrapper in half, then bring the two ends together and pinch together. (This is a simplified way to make a *jiaozi* - a lot easier and a lot faster!)

Put the finshed *jiaozi* in boiling water for about 5-8 minutes. The *jiaozi* are cooked when they float to the top. Drain and serve with shredded ginger and vinegar, or a little soy sauce.
Now try eating the jiaozi using chopsticks. Enjoy!

9.7 Some Lunar New Year songs to learn

恭喜 song: "GŌNG XǏ" (HAPPY NEW YEAR)
gōng xǐ

每條大街小巷,
měi tiáo dà jiē xiǎo xiàng

每個人的嘴里,
měi ge rén de zuǐ lǐ

見面第一句話,
jiàn miàn dì yí jù huà

就是恭喜恭喜.
jiù shì gōng xǐ gōng xǐ

恭喜, 恭喜, 恭喜, 你呀!
gōng xǐ gōng xǐ gōng xǐ nǐ ya

恭喜, 恭喜, 恭喜你!
gōng xǐ gōng xǐ gōng xǐ nǐ

吃蛋糕 VERSE: EATING A BIRTHDAY CAKE
chī dàngāo

過生日, 吃蛋糕, 吃吃蛋糕年年高.
guòshēngrì chī dàngāo chī chī dàngāo nián nián gāo

song: HAPPY BIRTHDAY

生日快樂
Shēng rì kuài Lè

祝你生日快樂,
zhù nǐ shēng rì kuài Lè

祝你生日快樂,
zhù nǐ shēng rì kuài Lè

祝你生日快樂,
zhù nǐ shēng rì kuài Lè

祝你永遠快樂.
zhù nǐ yǒng yuǎn kuài Lè

song: MR. WANG HAD A LAND.
tune: OLD McDONALD HAD A FARM

王老先生有塊地
Wǎng lǎo xiān shēng yǒu kuài dì

王老先生有塊地, 咿呀咿呀喲!
Wǎng lǎo xiān shēng yǒu kuài dì yī ya yī ya yōu

這塊地上養只牛, 咿呀咿呀喲!
zhè kuài dì shàng yǎng zhī niú yī ya yī ya yōu

哞哞哞, 哞哞哞, 哞哞哞哞哞哞哞.
mū mu mú mǔ mu mù mū mu mu mu mu mu mu

王老先生有塊地, 咿呀咿呀喲!
wǎng lǎo xiān shēng yǒu kuài dì yī yā yī ya yōu

王老先生有塊地, 咿呀咿呀喲!
wǎng lǎo xiān shēng yǒu kuài dì yī ya yī ya yōu

這塊地上養只羊, 咿呀咿呀喲!
zhè kuài dì shàng yǎng zhī yáng yī ya yī ya yōu

咩咩咩, 咩咩咩, 咩咩咩咩咩咩咩.
mē me me me me me me me me me me me me

王老先生有塊地, 咿呀咿呀喲!
Wǎng lǎo xiān shēng yǒu kuài dì yī ya yī ya yōu

王老先生有塊地, 咿呀咿呀喲!
axǐng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

這塊地上養小狗, 咿呀咿呀喲!
zhè kuài dì shàng yǎng xiǎo gǒu yī ya yi ya you

汪汪汪，汪汪汪，汪汪汪汪汪汪汪。
wāng wang wang wang wang wang wang xiang wang wang wang wang

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

這塊地上養小貓，咿呀咿呀喲！
zhè kuài dì shàng yǎng xiǎo māo yī ya yī ya you

喵喵喵，喵喵喵，喵喵喵喵喵喵喵。
Miāo miao miao miao miao miao miao miao miao miao

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yī ya you

這塊地上養小雞，咿呀咿呀喲！
zhè kuài dì shàng yǎng xiǎo jī yī ya yī ya you

雞雞雞，雞雞雞，雞雞雞雞雞雞雞。
jī jī jī jī jī jī jī jī jī jī jī jī jī

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yi ya you

王老先生有塊地，咿呀咿呀喲！
wáng lǎo xiān shēng yǒu kuài dì yī ya yi ya you

這塊地上養小鴨, 咿呀咿呀喲!
Zhè kuài dì shèng yǎng xiǎo yā yī ya yi ya you

呱呱呱, 呱呱呱, 呱呱呱呱呱呱呱呱.
guā gua gua gua gua gua gua gua gua gua gua gua

王老先生有塊地, 咿呀咿呀喲!
wáng lǎo xiān shēng yǒu kuài dì yī ya yi ya you

UNIT 10 MY FAMILY

10.1 Tell us About Your Family

Bring some family pictures to class. Share them with your teacher and classmates.

10.2 How do you say it in Chinese

Now that you have learned the various terms to address your family in Chinese, try introducing your family again, this time in Mandarin.

dID yOU kNOW?

In traditional Chinese society, the family always comes before the individual. The family in Chinese terms does not just include the immediate family - uncles, aunts, cousins and grandparents are all considered one family. Everybody lives under the same roof, and the patriarch or matriarch (the oldest male or female) rules over the household. Nowadays it is more and more unusual to see the entire clan living in the same house, but family ties remain very important. The concept of filial piety holds the family together. Filial piety is the respect and love that children show towards their parents. By and large, parents expect to live with their children even after the children are married and have their own families. There are, however, more and more young married couples who live on their own. Why do you think this is so?

How is this different in your culture? Is filial piety very important? Do American children expect to live with their parents when they become adults?

A Chinese persons' moral character (whether he or she is good or bad) is often judged by how "filial" he or she is to his or her parents. Is there an equivalent emphasis in your culture?

10.3 Ancestor worship

The Chinese also place great importance on honoring their ancestors. Many Chinese families have ancestral altars set up at home, where they offer incense and flowers and food to their dead kin. To neglect or forget their ancestors is to be unfilial.

One of the most important festivals to commemorate the dead is the *Qing Ming Festival*. *Qing Ming Festival*, or tomb sweeping day, is an ancient festival which usually takes place around the second week of April. On this day, families visit cemeteries and clean up the tombs and gravesites of their dead kin. Fresh flowers, food, tea and wine are offered before the graves and incense and paper money are burned. The practice of tomb sweeping began in the Tang dynasty in AD 618 and is practiced even today.

Nowadays it is more unusual to find ancestral altars in the homes of the younger Chinese, even though they will still pay their respects to their dead relations during *Qing Ming Festival*, before the graves. There are, of course, many Chinese who are Christians, so while they will visit the graves and leave fresh flowers at the graves, they do not burn incense or paper money.

Is Memorial Day in America similar to *Qing Ming Festival ?*

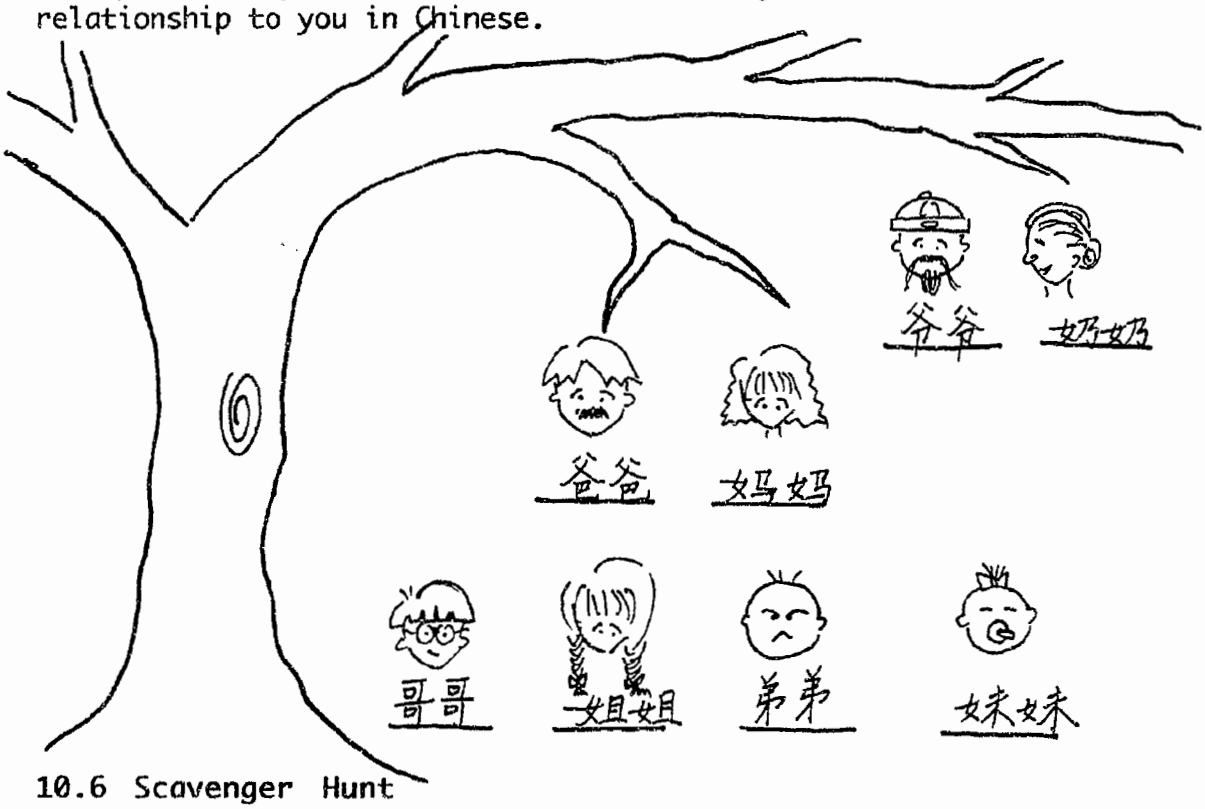
10.4 Chinese Halloween?

Another festival that the Chinese celebrate to commemorate the dead is the *Festival of Hungry Ghosts*, or *Zhong Yuan Zie*. This Festival takes place during the seventh lunar month, usually in late July or August. It is believed that on the fifteenth day of the seventh lunar month, the gates of Hell open and the ghosts return to the living world to feast for a month. People burn incense, paper money and offer food to appease the roaming spirits. Stages are built along streets and Chinese opera and sometimes pop music is performed to entertain the spirits. Unlike the *Qing Ming Festival* which honors one's family dead, the *Festival of Hungry Ghosts* is celebrated to appease the hungry roaming ghosts of strangers. The Chinese consider the seventh lunar month to be very

inauspicious, so much so that no festivities such as weddings take place in that particular month, and people avoid going swimming because they are afraid of being pulled under the water by spirits who had themselves died tragic deaths by drowning. This is a Chinese version of Halloween in its ritual celebration of ghosts and spirits.

10.5 Family tree

Draw your family tree. Write down each family member's relationship to you in Chinese.



10.6 Scavenger Hunt

Your teacher will prepare a list of questions. Your goal is to find someone in class who has a family member listed on the list.

Start by asking , "
Nǐ yǒu méi yǒu ....."?
你有没有 _____ ?

song: BRIDGE TO GRANDMA'S

外婆橋
wài pó qiáo

搖啊搖, 搖啊搖, 船儿搖到外婆橋.
yáo a yáo yáo a yáo chuán er yáo dào wài pó qiáo

外婆好, 外婆好, 外婆對我嘻嘻笑.
wài pó hǎo wài pó hǎo wài pó duì wǒ xī xī xiào

搖啊搖, 搖啊搖, 船儿搖到外婆橋.
yáo a yáo yáo a yáo chuán er yáo dào wài pó qiáo

外婆說, 好寶寶, 外婆給我一塊糕.
wài pó shuō hǎo bǎo bao wài pó gěi wǒ yí kuài gāo

song: HI HO, PULL THE CARROT

拔蘿卜
bá luó bo

拔蘿卜, 拔蘿卜, 嘿唷嘿唷拔蘿卜.
bá luó bo bá luó bo hēi yo hēi yo bá luó bo

嘿唷嘿唷拔不動!
hēi yo hēi yo bá bú dòng

老太婆, 快快來, 快來幫我們拔蘿卜.
lǎo tài pó kuài kuài lái kuài lái bāng wǒ men bá luó bo

拔蘿卜, 拔蘿卜, 嘿唷嘿唷拔蘿卜.
bá luó bo bá luó bo hēi yo hēi yo bá luó bo

嘿唷嘿唷拔不動!
hēi yo hēi yo bá bú dòng

小姑娘, 快快來, 快來幫我們拔蘿卜.
xiǎo gū niáng kuài kuài lái kuài lái bāng wǒ men bá luó bo

拔蘿卜, 拔蘿卜, 嘿唷嘿唷拔蘿卜.
bá luó bo bá luó bo hēi yo hēi yo bá luó bo

嘿唷嘿唷拔不動!
hēi yo hēi yo bá bú dòng

小花貓, 快快來, 快來幫我們拔蘿卜.
xiǎo huā māo kuài kuài lái kuài lái bāng wǒ men bá luó bo

拔蘿卜, 拔蘿卜, 嘿唷嘿唷拔蘿卜.
bá luó bo bá luó bo hēi yo hēi yo bá luó bo

嘿唷嘿唷拔不動!
hēi yō hēi yō bá bú dòng

小黃狗, 快快來, 快來幫我們拔蘿卜.
xiǎo huáng gǒu kuài kuài lái kuài lái bāng wǒ men bá luó bo

UNIT 11 MY FRIENDS AND I

11.1 What Do You Like Doing in Your Spare Time?

What are your hobbies? Do you enjoy making things? Do you play sports?

11.2 How to ask about someone's interest in Mandarin.

Q: 你 喜 不 喜 欢 ..... ?

Nǐ xǐ bù xǐ huān .....
(Do you like .....)

A: 我 喜 欢 ..... 。
我 不 喜 欢 ..... 。

(Wǒ) Xǐ huān (Yes, I do)

or (Wǒ) bù xǐ huān ..... (No, I don't)

Useful vocabulary:

看 书
Kàn shū
(reading)

玩 电 脑 游 戏
Wán diàn nǎo yóu xì
(playing computer games)

看 电 视
Kàn diàn shì
(watching T.V.)

Tī zú qiú
(soccer)
踢 足 球

diào yú 钓鱼
(fishing)

yóu yǒng 游泳
(swimming)

11.3 Charting your likes and dislikes

Together as a class, decide on a list of ten activities or hobbies. Go round the class and find out from your class mates whether they like or dislike doing a certain activity. After you have asked all your class mates , plot a chart to show how many people in class like a certain activity.

You may draw a bar graph, a pie chart or any kind of graph to show your answers. Compare your answers to those of your classmates.

11.4 Some Games that Chinese Children Play

Chinese checkers	tiào qí	跳棋
Chinese chess	xiàng qí	象棋
Jump rope	tiào shéng	跳绳
Throwing sandbags	diū shā bāo	丢沙包
Shuttlecock	tī jiàn zi	踢键子
Table tennis	dǎ pīng pāngqiú	打乒乓球

11.5 Traditional crafts

Paper Cutting 剪纸 jiǎn zhǐ

Chinese paper cutting has been practiced for at least 15 centuries. Traditional Chinese paper cutting is a folk art passed down from generation to generation. Paper cuttings served many purposes: as decorations for windows (called window flowers), and for interior and exterior decorations. Paper cuttings were also used as patterns for embroidery, porcelain decoration and for the dying of materials.

Chinese paper cuttings are often based on patterns centuries old, and cut with scissors or a paper knife, Some of the more popular symbols are fish, flowers, lanterns, dragons, birds and images drawn from famous folk tales. One of the most

popular patterns in paper cutting is that of a carp because it represents good fortune. Paper cut-outs of carp are very popular during the Lunar New Year.

In the old days part of a young girl's training included paper cutting and a girl had better prospects of marriage if she was skillful at creating beautiful paper cuttings. This is now no longer the case, and paper cutting has become a popular folk art that many Chinese enjoy.

The invention of paper later spread from China to Europe via the middle East, as did the art of paper cutting. Can you name a few countries where paper cutting is popular? Compare the different paper cuttings from China or Taiwan to those from Europe and America. Are there differences in style and subject?

dID yOU kNOW?

Paper was invented in China around 200 AD (105) by a Chinese official called Cai Lun. Before paper was invented, words were written or carved, first on animal bones, tortoise shells or stone slabs, then later on strips of bamboo. Imagine how heavy it was to carry these 'books' around! The Chinese later also used silk to write on; it was light, but very expensive and time consuming to produce. Cai Lun boiled together hemp, bark fibres and discarded fishnets, and discovered that the pulp mixture, spread out and dried, made a good material for writing on. This was how paper was invented.

11.6

Now that you have read about paper-cutting, how about making a few of your own?
All you need are a pair of scissors and some colored paper.

Fold a square piece of colored paper in half, with the colored side inwards.Trace the *chun* (spring) carefully on the piece of colored paper. Cut along the lines shown. Once you have finished, open it out and you have your very own Chinese paper cutting! You can mount it on a piece of

cardboard and frame it, or do it like the Chinese, and stick it up on a wall or window!

11.7
Chinese Knots

The art of knot tying probably began very early on, when clothes were held together with belts and sashes. Accessories such as pieces of jade, pipes, purses, even brushes, were kept on a person's body by attaching them on colored threads which were knotted to form intricate patterns. Chinese knot tying remains very popular, and like macrame, can be used to make anything from belts, necklaces to wall hangings.

song: MAKING A FRIEND

找朋友 zhǎo péng yǒu

找呀找呀找呀找.
zhǎo ya zhǎo ya zhǎo ya zhǎo

找到一個朋友.
zhǎo dào yí ge péng yǒu

敬個禮呀鞠個躬.
jìng ge lǐ ya jú ge gōng

笑嘻嘻呀握握手.
xiào xī xi ya wò wo shǒu

大家一起唱歌.
dà jiā yì qǐ chàng gē

大家一起跳舞.
dà jiā yì qǐ tiào wǔ

UNIT 12 WHERE ARE MY BOOKS ?

12.1 In the Home

Draw a plan of your house and label the rooms using the Chinese words that you have learned.

Zhè shì wǒ dē jiā (This is my home)
这 是 我 的 家。

12.2 Chinese Homes

Imagine what it would be like to live in a crowded city like Hong Kong, Shanghai or Taipei. Do you think that most Chinese children live in houses or apartments?

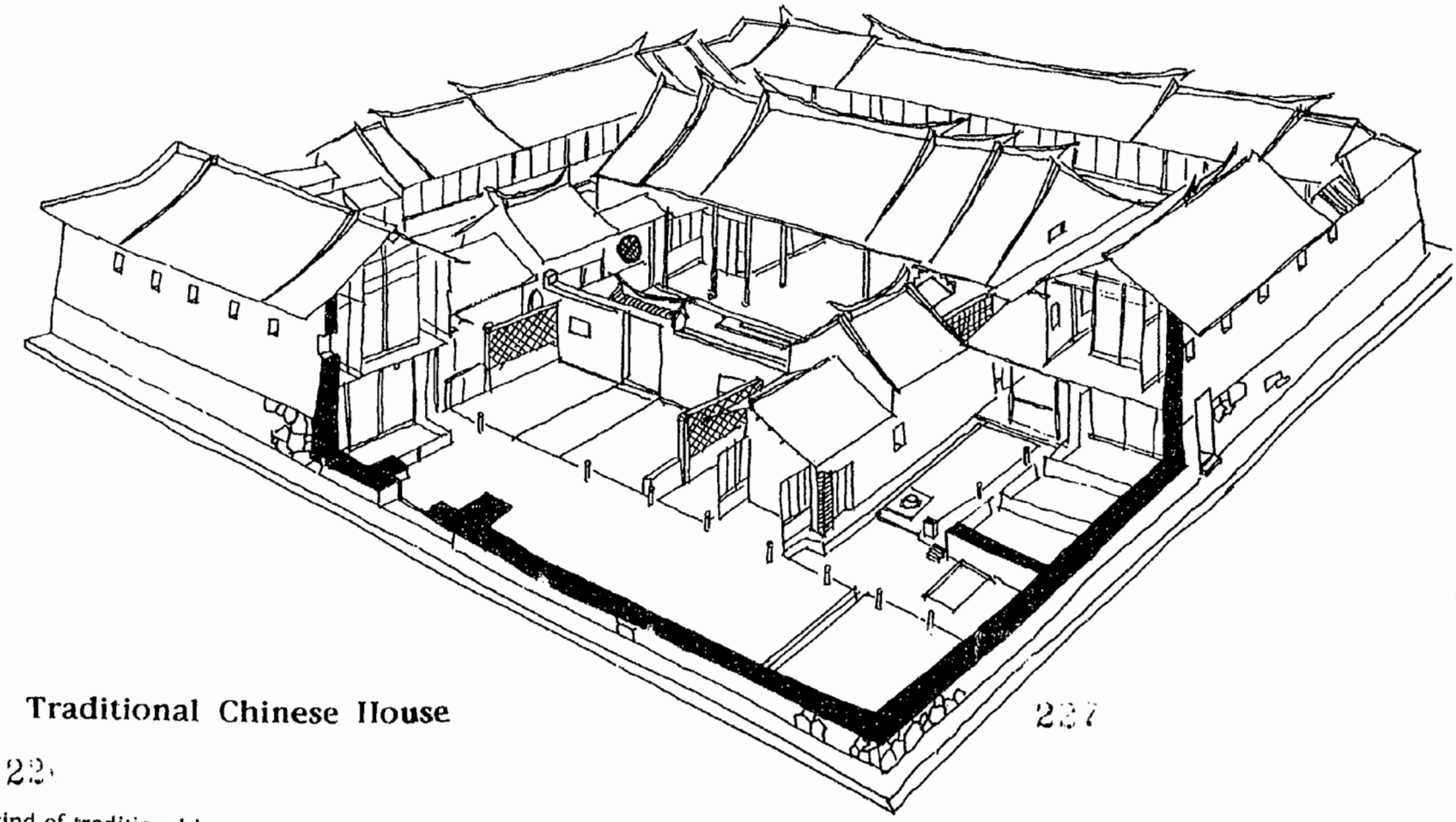
12.3 In School

Find out from Chinese students your age what school is like in their home country.

12.4 How to say it in Chinese

Q: Wǒ dē ..(object)..... zà. nǎ'er ?
(Where are my .....)

A: Zài .....
在



Traditional Chinese House

23

This kind of traditional house can still be seen in the countryside of Taiwan and China.

song: HAND IN HAND

手牽手
Shǒu qiān shǒu

小朋友, 手牽手, 大家高興上學校.
xiǎo péng yǒu shǒu qiān shǒu dà jiā gāo xìng shàng xué xiào

小朋友, 眞可愛, 天眞活潑的學生.
xiǎo péng yǒu zhēn kě ài tiān zhēn huó pō de xué shēng

大家來唱歌跳舞, 快樂地來上學.
dà jiā lái chàng gē tiào wǔ kuài lè de lái shàng xué

大家來相親相愛, 一同來遊戲.
dà jiā lái xiāng qīn xiāng ài yì tóng lái yóu xì

小朋友, 手牽手, 大家高興上學校.
xiǎo péng yǒu shǒu qiān shǒu dà jiā gāo xìng shàng xué xiào

小朋友, 眞可愛, 天眞活潑的學生.
xiǎo péng yǒu zhēn kě ài tiān zhēn huó pō de xué shēng

大家來唱歌跳舞, 快樂地來上學.
dà jiā lái chàng gē tiào wǔ kuài lè de lái shàng xué

大家來相親相愛, 一同來遊戲.
dà jiā lái xiāng qīn xiāng ài yì tóng lái yóu xì

song: SEARCHING FOR AN OBJECT
tune: TURKEY IN THE STRAW

找東西
zhǎo dōng xi

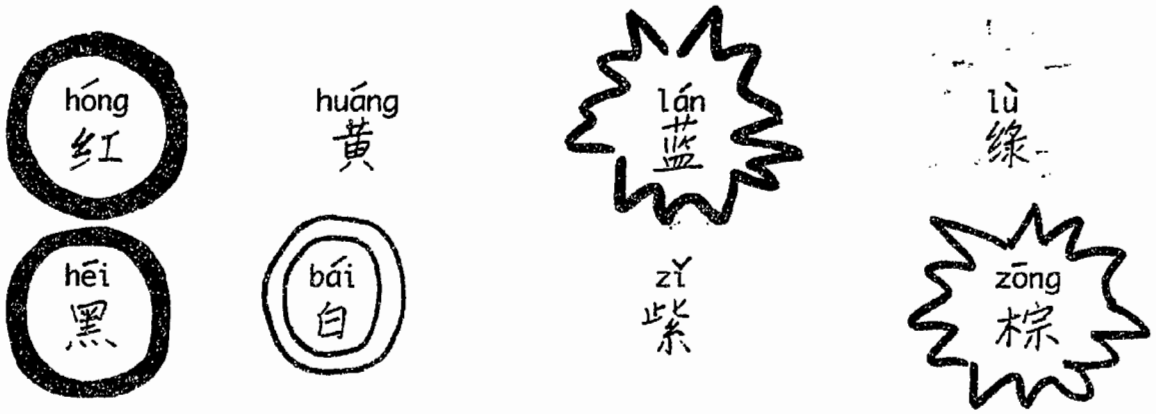
哎呀不得了, 哎呀眞糟糕!
ài ya bù dé liǎo āi ya zhēng zāo gāo

我的.....不見了, 快來幫我找.
wǒ di bú jiàn liǎo kuài lái bāng wǒ zhǎo

快來幫我找, 我的.....怎麼不見了.
kuài lái bāng wǒ zhǎo wǒ di zěn me bú jiàn liǎo

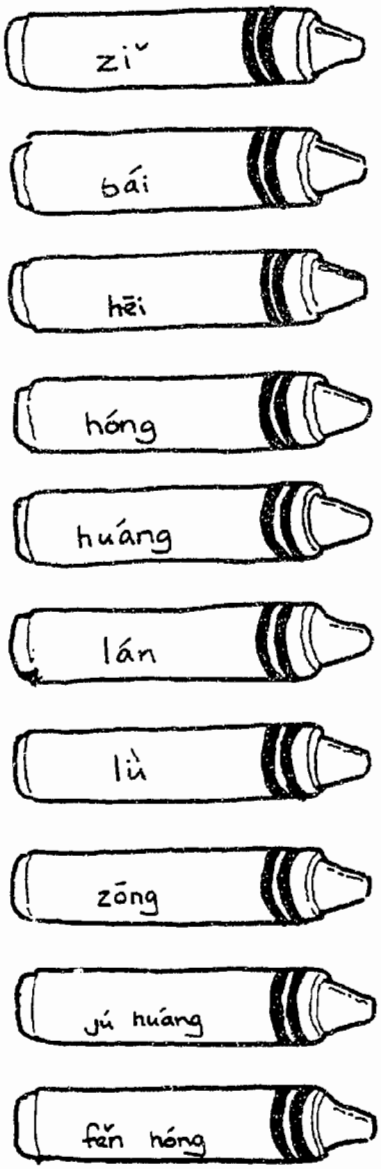
UNIT 13 COLORS OF THE RAINBOW

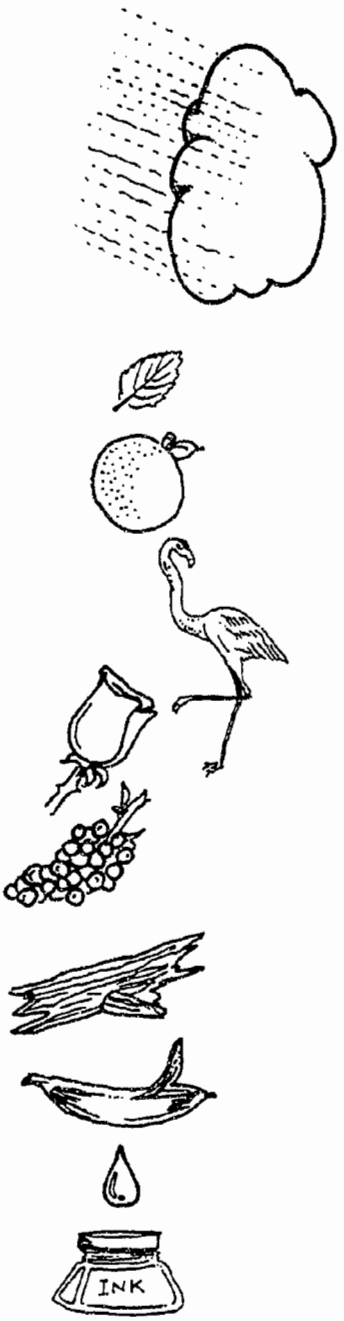
13.1 How to say it in Mandarin



dID yOU kNOW ?

The Chinese regard black and white as unlucky colors. During the Lunar New Year, the wearing of such unlucky colors is taboo. Red on the other hand, is a good color. That is why you see a lot of red during festivities, such as New Year celebrations, weddings, or birthdays. Chinese brides used to wear red on their wedding days, but now it is quite common for Chinese brides to wear Western style white wedding gowns.


zǐ
bái
hēi
hóng
huáng
lán
lǜ
zōng
jú huáng
fěn hóng


INK

verse: RAINBOW

彩虹
Cǎi hóng

雨過天青，一條彩帶.
yǔ guò tiān qīng yì tiáo cǎi dài

紅橙黃綠藍靛紫，美麗又可愛.
hóng chéng huáng lǜ lán diàn zǐ měi lì yòu kě ài

Unit 14 MY NEW CLOTHES

14.1 Describe the clothes that you are wearing.

dID yOU kNOW ?

In the very early days when the Chinese people were still ruled by Chinese emporers, they had very strict rules on what the people could or could not wear. Only the emperor could wear clothes embroidered with gold threads and dragons. The empress wore clothes embroidered with phoenixes. The officials in court wore clothes that indicated which rank they were. The differences could be in the color or material of the costumes, or in the types of precious stones that they were allowed to wear as accessories. The commoners were not allowed to wear silk (it was too expensive anyway) and their clothes also indicated what jobs they had, from the differences in style as well as color. This way, you can tell the social position of a person immediately, from what they wore.

song: LITTLE WHITE RABBIT

小白兔

xiǎo bái tù

紅眼睛, 白皮襖, 小鬍像毛毫子, 後腳
長又大前腳

短又小, 走起路來一跳又一跳.

紅眼睛, 白皮襖, 小鬍像毛毫子, 後腳
長又大前腳

短又小, 走起路來一跳又一跳.

hóng yǎn jīng , bái pí ǎo , xiǎo hú zi xiàng máo háo zi
hò jiǎo cháng yòu dà , qián jiǎo duǎn yòu xiǎo
zǒ qǐ lù lái yí tiào yòu yí tiào

hóng yǎn jīng , bái pí ǎo , xiǎo hú zi xiàng máo háo zi
hò jiǎo cháng yòu dà , qián jiǎo duǎn yòu xiǎo
zǒ qǐ lù lái yí tiào yòu yí tiào.

song: BUTTERFLY

蝴蝶
hú dié

蝴蝶, 蝴蝶, 生得眞美麗.
hú díe hú díe shēng de zhēn mě lì

頭戴著金絲身穿花花衣.
tóu dài zhi jīn sī shēn chuāng huā huā yī

你愛花兒花兒也愛你,
nǐ ài huā er huā er yě ài nǐ

你會跳舞它有甜蜜.
nǐ huì tiào wǔ tā yǒu tián mì

UNIT 15 I HAVE A COLD

Your teacher has taught you how to say you have a cold. You may also need to use the names of parts of your body to explain how you feel. Here is a picture for you to label. Your teacher will help you with the names of the body parts and with the stroke order for writing the Chinese characters.

song: PARTS OF THE BODY

身體
Shēng tǐ

頭儿, 肩膀, 膝, 腳, 趾,
tóu er jiān bǎng xī jiǎo zhǐ

膝, 腳, 趾,
xī jiǎo zhǐ

膝, 腳, 趾,
xī jiǎo zhǐ

頭儿, 肩膀, 膝, 腳, 趾,
tóu er jiān bǎng xī jiǎo zhǐ

眼, 耳, 鼻和口.
yǎn ěr bí hé kǒu

song: A FROG JUMPED INTO THE POND.

一只青蛙
yì zhī qīng wā

一只青蛙一張嘴, 兩只眼睛四條腿.
yì zhī qīng wā yì zhāng zuǐ liǎng zhī yǎn jīng sì tiáo tuǐ

扑通扑通跳下水.
pū tōng pū tōng tiào xià shuǐ

song: CLAP YOUR HANDS.

拍手
pāi shǒu

拍拍手, pipa pipa pipa.
pāi pāi shǒu

拍拍手, pipa pipa pipa.
pāi pāi shǒu

大家來拉成一個圓圈,
dà jiā lái lā chéng yí ge yuán quān

唱唱歌, la la la la la.
chàng chàng gē

拍拍手, 我們拍手遊戲,
pāi pāi shǒu wǒ men pāi shǒu yóu xì

來來來, 大家同來遊戲.
lái lái lái dà jiā tóng lái yóu xì

唱唱歌, la la la la la la,
chàng chàng gē

來來來, 大家來唱歌!
lái lái lái dà jiā lái chàng gē

funding for this document provided by a grant from the Illinois State Board of Education

for additional copies, call:

Thomas L. Hansen
Principal Education Consultant
Intermediate and Secondary Support
Illinois State Board of Education, N-242
100 North First Street
Springfield, IL 62777-0001
217/782-2826